

# 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)**;  
(ISI EQI Pastoral Standards)

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### **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.

Form tutors in Senior School deliver Personal Development sessions during form time to support the PSHE curriculum delivery and they are overseen by the Head of PSHE. The activities completed in these sessions do not include statutory content but focus instead on areas of the PSHE curriculum where specialist training is not essential. For Year 7 pupils, there are additional Life Skills lessons designed to deliver the above objectives and have been timetabled in recognition of the impact Covid has had on these pupils' opportunity to develop these skills in a face to face context and forms part of their Covid recovery programme in school.

### **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. At the end of year six, when being taught about 'how do friendships change as we grow?' pupils will be taught about human reproduction in a single lesson.

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)

Updated July 2022: EJS/CLJ  
Policies/WholeSchool/Insp/Curriculum

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- 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)
- Review of sexual abuse in schools and colleges (Ofsted, 2021). The PSHE curriculum and delivery has been updated in response to Everyone's Invited and the Ofsted review. For full details please view Appendix 3.
- Political Impartiality in Schools (DoE, 2022)

### **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 or Class Notebook.

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. The content of the Personal Development sessions is in direct response to Pupil Voice activities and the Scheme of work has been adjusted in response. Pupil Voice also allows us to consider the best time to deliver specific topics and move them to a different year group (earlier or later) if appropriate.

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.

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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 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 RSE curriculum The Queen's School defines Relationships Education versus Sex Education as follows...

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

**Lower School only** – The right to withdraw only applies to one lesson on human reproduction. All other lessons fall under 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

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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**

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**

<b>Health and Well Being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
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.

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## **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.

The taught tutor time programme (Personal Development) 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.

<b>Health and Well-being - Including Statutory Health Education</b>	<b>Relationships and Sex - Including Statutory RSE</b>	<b>Citizenship and Society - Including FBV</b>	<b>Economic Awareness</b>	<b>Careers Education</b>
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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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**'Ground Rules' - Examples**

- Respect each other
- Listen to each other
- Don't demand personal information
- Don't laugh at each other
- Don't put each other down
- Don't put each other on the spot
- It's okay not to know things
- It's okay not to join in
- No racism, sexism, homophobia etc.
- Understand confidentiality

**We value...**

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

### 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.

In response to the findings of Ofsted's review on sexual abuse in schools and colleges (2021), peer on peer abuse was addressed with all year groups (June – Sept 2021) and delivered by a member of the pastoral team alongside their PSHE teacher. It will be revisited in January 2022, following a further review with the Head of Pastoral to identify if further intervention, beyond the existing provision, is required.

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.

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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. These will also be reviewed to ensure the political impartiality guidance is met.

### **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. For additional information on staff training, please view appendix 3.

### **Inclusion and Equality of Opportunities**

Updated July 2022: EJS/CLJ  
Policies/WholeSchool/Insp/Curriculum



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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.

Throughout our provision, great care is taken to provide a balanced, factual viewpoint, in line with the guidance set out in Political impartiality for schools (DoE, 2022).

### **RSE policy review date**

This policy will be reviewed by 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health?	How can friends communicate safely?	How will we grow and change?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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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	<b>Health Body</b> RSE 3. Staying safe - road, fire, personal safety  HE 1&3&4&6. Being healthy including oral health and sleep  <b>Healthy Mind</b> 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	<b>Health Body</b> HE 5. unhealthy behaviours (Smoking and alcohol)  <b>Healthy Mind</b> 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  Democracy - <i>Parliament and Local Councils</i>	The World of Work  Personal finance and debt
Year 9	<b>Healthy Body</b> HE 5. Drugs (legal and illegal) and their impact on well being including so called 'legal highs'  <b>Healthy Mind</b> 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	<b>Healthy Body</b> HE 4&6. Monitoring your own physical health  <b>Health Mind</b> 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

### Personal Development (Taught Tutor Time)

The Senior School PSHE Programme is also supported by Personal Development sessions (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
Autumn2	Politics & democracy

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Spring1	History from different angles
Spring2	RS
Summer1	The economy and our role in the world
Summer2	The environment and world around us

In 2021/22 the taught tutor time programme is being delivered via key half termly theme...

Autumn1	The economy and our role in the world
Autumn2	Financial skills(KS3)/Politics & democracy (KS4&5)
Spring1	First Aid Champions
Spring2	RS
Summer1	Diversity/Growth mindset
Summer2	The environment and world around us

### Appendix 3: Response to Everyone’s invited and Ofsted’s Peer on Peer review

On publication of the Review of sexual abuse in schools and colleges (Ofsted, June 2021), the school’s response took the below form:

- Lessons were delivered in Summer Term 2, 2021 to Year 7, 8, 9, 10 and 12 (Year 11 into 12 received the same session in September 2021) on this topic.
- At the end of the session, pupils completed an anonymous survey online, capturing their views on this topic. The results were then analysed by the Head of Pastoral and shared with the Pastoral staff team, including the Head of PSHE.
- Schemes of work were then reviewed in response and updated to ensure correct information was being shared with pupils at the right time. An example is that pupil feedback suggested they would find the topic of ‘sexting’ more beneficial and timely if delivered in Year 8, rather than later in the school. A review of these types of responses saw that currently, the position of key RSE topics in terms of when they are delivered, matches pupil feedback (I.e. sexting falls in the Year 8 scheme of work).
- The time allocation for RSE and HE is also under review to check that enough time is given to ensure content is covered thoroughly across each year group. The use of Personal Development time has allowed timetabled PSHE lessons to focus more intently on RSE and HE topics, knowing that the other PSHE objectives are still being delivered across the school.
- Feedback is being given on the results of the anonymous survey to pupils, to ensure they understand that their views have informed our delivery and what the school’s response is to this review.
- Staff delivering RSE and HE have used the gov.uk training materials, Brook Learn training resources and where needed, attended PSHE Association online courses. In preparation for

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teaching topics, the Head of PSHE works closely with the team to ensure confidence and delivery meets the needs of the learners in the classroom.

- To ensure continuity and sharing of good practice, team teaching for RSE topics is the preferred mode of delivery for topics that require specialist training. This is to ensure good practice is shared and teachers new to the team are offered practical training in role, alongside the other training received (e.g. JMK and EJS delivered the afternoon RSE session for Year 11 pupils in September as an opportunity to share good practice)
- Other relevant policies, such as the Anti-bullying policy have been update to include a response to peer-on-peer abuse