



TAUNTON  
SCHOOL

# Senior PSHEE Policy

<b>Policy Lead</b>	Deputy Head Pastoral
<b>Committee</b>	
<b>Adopted by Governors</b>	Autumn 2023
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<b>Last Review</b>	September 2023
<b>Review schedule</b>	Annual

## **Statement of intent**

TS delivers its PSHEE through a number of different areas. In the Middle School (Years 9 to 11) a lot of Social Moral, Social and Cultural (SMSC) education is delivered through timetabled PSHEE lessons and supported by tutors in tutorial sessions, assemblies, chapel and the external speakers. In the Sixth Form (Years 12 to 13) SMSC, RSE and Careers education is delivered on a Friday afternoon as part of the PSHEE programme. Parents and carers will be informed about the policy through letters and it will be emailed to parents at the beginning of the year. Parents and carers will be consulted on the content and delivery of RSE at the beginning of each academic year. Students have been involved in the creation of this policy using annual questionnaires and opportunities for Student Voice during PSHEE lessons, tutor time, student forums, the Student Voice prefect and anonymous surveys.

SMSC and its delivery through PSHEE and other forums is underpinned by the following aims:

- foster tolerance and harmony between different cultural traditions;
- enable students to acquire respect for public institutions and services in England;
- encourage respect for others;
- encourage respect for democracy and participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- encourage pupil involvement in the school policy process; in the delivery of all forms of SMSC through forums and on-line surveys and for them to develop their own character, resilience and leadership skills through the many co-curricular opportunities which exist;
- effective preparation for secondary students' future lives through Careers' education.

This policy has regard to the following documents:

- Taunton School Child Protection and Safeguarding Policy 2023
- Taunton School Equality, Equity, Diversity and Inclusion Policy 2023
- Taunton School Behaviour Policy 2023
- DfE Keeping Children Safe in Education 2023
- DfE Guidance 'Teaching Online Safety in Schools' 2019
- DfE Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019
- DfE Guidance 'Personal, Social, Health and Economic Education' 2013
- PSHE Association
- DfE Guidance 'Promoting Fundamental British Values through SMSC' 2014
- DfE Guidance 'SMSC Development of Students in Independent Schools' 2014
- TS School Aims
- Equality Act 2010

## **Aims, Objectives & Outcomes**

Our programme aims to develop the qualities and attributes students need to thrive as individuals, family members and members of society in different cultures and environments by addressing both students' direct experiences and playing a role in preparation for their future.

This PSHEE programme is underpinned by the school values of 'Challenge, Nurture, Inspire'. The learning outcomes of this PSHEE programme will be that students:

- know and understand the key concepts of Health & Wellbeing, Relationships and Living in the Wider World as appropriate to their relative maturity
- be able to say and do the right thing in any situation without fear of retribution or ridicule
- understand they have a right to be respected
- understand they have a responsibility to themselves and others in society

Throughout the course the Spiritual, Moral, Social and Cultural (SMSC) development of students will be central, including the active promotion of British Values and protected characteristics to provide cohesion to the diverse cohort of students.

### **Key Principles & Teaching Methodology**

The programme will be taught through a range of teaching methods, including teacher-led presentations, external speakers, debates, role-plays, group tasks, individual exercises and research/discussion. The School has membership of the PSHE Association and uses these resources to inform the programme. When using external speakers to deliver aspects of our PSHEE programme, we will ensure that they are always supervised and carefully reviewed by staff and students.

We will ensure learning 'starts from where students are' by assessing students' prior knowledge either formally (using MS Forms or Kahoot) or informally (using websites like Quizlet and verbal questioning) when introducing a new topic or idea. We shall seek to understand students' prior knowledge by encouraging them to share what they know. There are regular opportunities to explore Student Voice and to ensure topics which are felt to be important by students are covered in PSHEE lessons.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by maintaining a balance regarding lesson content and promoting positive behaviours and choices whenever relevant. We shall use consistent ground rules to create a safe and supportive learning environment. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by liaising with house staff and staff in the schools' Health Centre and trigger warnings are provided when sensitive content is being taught. If a pupil makes a disclosure during a PSHEE lesson, we will follow the schools' Safeguarding Policy and consult with our DSLs.

### **TS PSHEE Ground Rules:**

1. **Respect privacy.** We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.
2. **Listen to others.** It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.
3. **No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.
4. **Choose level of participation.** Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

## **Learning Environment**

A safe and supportive learning environment will be created through the following means;

- adaption of 'ground rules' with the students in each classroom where appropriate
- use of 'distancing' techniques by the teacher, especially when introducing new themes or concepts e.g., use of role-play to create a safe environment to depersonalise a student's learning and create emotional space
- ensuring teachers' confidence and knowledge are adequate to answer students' questions and
- availability of an anonymous questionnaires to help indicate where safeguarding/pastoral issues may exist which need follow-up

We shall ensure cross-curricular learning by promoting the skill of critical reflection for students and also by reminding all staff of the School's vision to create a safe and happy learning environment. Where possible, we shall consult with staff who have knowledge of specialist subjects, for example, Sports staff may have superior knowledge of a topic like 'Nutrition', which can be shared with students via a workshop or lecture. The PSHEE programme will be taught by teachers within the TS community. Teachers responsible for teaching PSHEE will receive training through targeted INSET and sharing best practise via cascading information. Teachers will share relevant information using various formats, for example, a central MS Teams page.

## **Equality & Diversity**

Through PSHEE the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring the values and expectations of the curriculum are upheld in the classroom, houses and staff room between students and students, students and staff and between staff.

Teaching and everyday activities will consider the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEE provision. We recognise the right for all students to have access to PSHE education learning which meets their needs. We will ensure that students with SEND receive appropriate PSHEE by consulting with house staff and Kate Walters (SENCO). We aim to meet the needs of all students using a variety of teaching strategies. We promote social learning and expect our students to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom. PSHEE is used as a vehicle to address diversity issues and to ensure equality for all by (students and staff), as well as a means to promote students' SMSC and personal development. TS is proud of its international pupil body and care will be taken to ensure student's own sexual orientation, gender identity and faith or culture are respected by all. Content and/or delivery will be adapted as necessary dependent upon individuals within each class.

## **Relationships and Sex Education (RSE)**

There is a whole school approach to teaching RSE, and PSHEE lessons are one of the ways in which the school ensures the delivery of the statutory content. There is a separate policy which sets out our approach to RSE

## **A Balanced Curriculum for All**

All students will be offered a balanced programme by providing lessons which are sensitive to a range of views whilst ensuring the students have access to the learning they need in order to stay safe and healthy, and protect and enforce their human rights. Clear and impartial information will be provided on all issues. With the range and number of international students at TS, teachers will be particularly alert to culturally sensitive issues such as forced marriage, female genital mutilation (FGM), abortion, radicalisation, child sexual exploitation (CSE), British Values and sexual orientation. Student Voice influences this policy via annual questionnaires, student discussions, Prefects' meetings, current events and social trends.

### **Topics to be Covered**

PSHEE (including RSE) is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening students' thinking. This ensures progression for each student and avoids PSHEE becoming a string of topics on disconnected issues. The PSHEE programme may be adapted throughout the year, based upon current events, world issues and targeted student need.

## **Year 9**

### **Health and Wellbeing**

- Know the facts about and risks of legal and illegal drugs, tobacco and alcohol
- Learn about, and be aware of county lines
- Know the schools' Drugs, Alcohol and Tobacco rules and policy
- Healthy eating
- Life-saving First Aid including CPR and the use of Defibrillators
- Changes in adolescent bodies
- Menstrual well-being
- Health lifestyle, including the links between inactive lifestyle and ill health
- Mental well-being and recognising the signs of mental ill health

### **Relationships**

- Characteristics of healthy and positive relationships
- Respect
- Bullying
- Stereotypes, prejudice and acceptance
- Characteristics of healthy intimate relationships
- STIs: risks, transmission, symptoms and treatment
- Contraceptive choices
- Accessing confidential sexual and reproductive health advice and treatment

### **Living in the Wider World**

- British Values: understand what is meant by democracy, equality and the rule of law
- The differences between the Houses of Parliament and the House of Commons and the roles associated with these places
- Know what happens during a General Election
- Know 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
- Rights, responsibilities, opportunities online and expectations of behaviour including online
- Know the risks and penalties of providing material that they would not want shared further, including indecent images
- Know the Law regarding the viewing and sharing of indecent images of children
- Where to report material or manage issues online

## **Year 10**

### **Health and Wellbeing**

- The link between drug consumption and serious mental health conditions
- Be aware of the dangers of prescription drugs
- Know the physical and psychological consequences of addiction
- Know how to access support for addiction
- Critically evaluate when something they do or are involved in has a positive or negative effect on mental health
- Know the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities
- Health and prevention, including: organ, blood and stem cell donation, self-examination and screening, personal hygiene, immunisation/vaccination and good-quality sleep

### **Relationships**

- Respect and human decency
- Stereotypes and protected characteristics
- How to determine whether people/sources are trustworthy
- Recognising consent including sexual consent and when consent can be withdrawn (in all contexts)
- Concepts of, and laws relating to abuse, grooming, coercion and harassment
- Violent behaviour and coercive control
- Sexual harassment and sexual violence

### **Living in the Wider World**

- How self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences, and ways to manage this
- Media portrayals of body image
- Developing assertiveness and building resilience

- Causes and triggers for unhealthy coping strategies, such as eating disorders and self-harm
- How to identify harmful behaviours, including online
- Know how information and data is collected, shared and used online
- Know the Law regarding the viewing and sharing of indecent images of children

## **Year 11**

### **Health and Wellbeing**

- The facts around reproductive health
- The facts around pregnancy
- The facts around menopause
- Families: pregnancy, bringing up children including roles and responsibilities, characteristics of successful parenting and realities of parenting
- Marriage, including for LGBTQ+ people
- Paths to parenthood, including for LGBTQ+ people

### **Relationships**

- Delaying sex
- Managing peer pressure, including sexual pressure
- Communicating and recognising consent
- Concepts of, and laws relating to sexual exploitation, rape, honour-based violence, forced marriage and FGM

### **Living in the Wider World**

- Routes into work, training, vocational and academic opportunities
- Types/patterns of work
- Use strengths/weaknesses to inform goal setting
- Assessing and managing risk in relation to age-appropriate financial decisions
- Financial exploitation e.g. drug mules, online scams etc.
- Budgeting and saving
- The impact of unhealthy or obsession comparison with others (and online)
- Risks relating to online gambling
- Risks relating to providing material to others online
- The impact of viewing harmful content
- The impact of sexually explicit material i.e. porn
- How to report indecent material or manage issues online

## **Year 12 & 13**

### Health and Wellbeing

- Alcohol and drug abuse
- Personal safety
- Festival safety
- Self checking for testicular and breast cancer
- Mental Health
- Recognising illnesses that affect young adults, such as meningitis and 'fresher's flu'
- Maintaining a healthy diet on a budget

### Relationships

- Toxic behaviour
- Consent and assertive communication
- Impact of pornography
- Risks of nudes and semi-nudes
- Safe sex and STIs
- Living with HIV
- Fertility, pregnancy, miscarriage & abortion
- Protected characteristics and destigmatisation
- Recognising misogyny & sexual harassment (Rights, reporting & support)

### Living in the Wider World

- Careers and university preparation
- Budgeting, loans, debt, pension & taxes
- Career networking sites, Alumni Foundation & maintaining a positive professional identity

Through their PSHEE studies the students will also develop the following '**transferable skills**':

- intrapersonal skills required for self-management and positive relationships in a variety of settings
- skills of enquiry
- confidence building
- development of students' literacy
- development of students' numeracy

### Responsibility for Teaching

Lyndsay White is the PSHEE Lead. A team of six teachers teach PSHEE to Y9 – 11 and a larger team of approx. ten teachers teach Y12 & 13.

### Communication with Parents

Letters are sent home to all parents in the senior school in September. Parents will be consulted on the content and delivery of RSE and more information can be found in the Relationships and Sex Education Policy.



### **Safeguarding and vetting external speakers**

Due to the nature of the matters discussed in PSHEE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues included child on child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

The PSHEE Lead is also the DSL and the Deputy Head Pastoral and is involved in the safeguarding-related elements of the PSHEE curriculum.

External speakers are used to complement our PSHEE programme are subject to vetting through independent references and the visiting protocols found below.

#### **Visiting protocols:**

- All visitors are required to register at Reception on arrival and are issued with a pass which includes a summary of Child Protection procedures
- All visitors wear and visibly display the pass and other approved identification, when on school premises
- All visitors are supervised by a member of staff while they are on school premises
- Minimal contact with students i.e. visitors only interact with students verbally and in a 'lecture' capacity
- All visitors are escorted to reception by a member of staff when they wish to leave the school site and return visitors pass