

PSHEE Policy (SNR 006)

Purpose of Document

ISI Ref.	Lead Person	Date of next Review	Governor Responsible	Frequency of Governor Review
A5	Lucy Martin	August 2022	Nigel Manges	Annually

Version History

Date	Update/Rewritten/Reviewed
September 2016	Rewritten EMB September 2016
September 2017	Updated CBA
October 2018	Reviewed EMB
September 2019	Updated LMD
September 2020	Updated by RCC & LMD
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Distribution Means

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Policy Statement

Taunton School (TS) delivers its Personal Social Health Economic Education (PSHEE) programme through a number of different areas of school life. The programme includes Spiritual, Moral, Social and Cultural (SMSC) education and statutory Relationships and Sex Education (RSE). Throughout the School, PSHEE is a timetable lesson which is supported by tutorials, assemblies and chapel services.

PSHEE lessons are planned and delivered using the following key topics: Health and Wellbeing, Relationships (which includes statutory RSE) and Living in the Wider World (which includes Careers Education). Years 9 and 10 have their PSHEE lesson on Tuesdays 1545 – 1700 and years 11 to 13 on Thursdays 1545 – 1700. Once every three weeks, there is also a PSHEE Reflection session which takes place in tutorials on a Wednesday or Thursday morning.

Parents and carers will be informed about the policy through letters, and it will be made available on the schools' portal (Firefly) and central website. Parents and carers will be consulted on the content and delivery of RSE at various points throughout each academic year. Students and the parent body have been involved in the creation of this policy through the use of annual questionnaires.

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 2021
- Taunton School Equal Opportunities for Pupils Policy 2021
- Taunton School Behaviour Policies 2021
- Taunton School Anti-Bullying and Cyberbullying Policy 2021
- Keeping Children Safe in Education 2021
- DFE Sexual Violence and Sexual Harassment 2021
- 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
- DFE Guidance 'Sex and Relationship Education Guidance' 2000
- 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 SMSC development of students will be central, including the active promotion of British Values to provide cohesion to the international students being taught.

Key Principles & Teaching Methodology

The programme will be taught through a range of teaching methods, including teacher-led presentations, external speakers, peer-led talks, debates, role-plays, group tasks, individual exercises and research/discussion. When using external speakers to deliver aspects of our PSHEE programme, we will ensure that they are supervised by Taunton School staff at all times and that the talks are carefully reviewed by staff and students.

We will ensure learning 'starts from where students are' by assessing students' prior knowledge either formally (using written and verbal questioning) or informally (using websites like Quizlet, MS surveys and Kahoot) when introducing a new topic or idea. We shall seek to understand students' prior knowledge by encouraging them to share what they know.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by maintaining a balance in regard to 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, parents and staff in the schools' Health Centre. If a pupil makes a disclosure during a PSHEE lesson, we will follow the schools' Safeguarding Policy.

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
- availability of an anonymous question box 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. Largely, 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 a PSHEE programme which meets their needs. Will we ensure that students with SEND receive appropriate PSHEE by consulting with house staff and our SENCO. 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 development. PSHEE will comply with the provisions of the Equality Act 2010 which state that schools must not discriminate against students because of any protected characteristics. Our PSHEE programme is sensitive to the potential complex religious, sexual orientation or cultural backgrounds of individual students. Content and/or delivery will be adapted as necessary dependent upon individuals within each class.

Assessment

Opportunities for both Assessment for Learning and Assessment of Learning are provided through teacher, peer and self-assessment and in Years 9 to 11, using workbooks. Baseline assessment, in order to understand students' prior learning, takes place to ensure new learning is relevant and progress can be assessed. Students will be provided with opportunities to reflect on and assess their learning, recognise its relevance to their day to day lives and assess how they are progressing, and their input will be used to help inform the curriculum covered.

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 the Student Voice Representative, annual questionnaires, student discussions, Prefects' meetings, current events and social trends.

Topics to be covered

PSHEE 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
- Lifesaving 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 tolerance
- 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
- CV's
- 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

- Resilience
- Mental Health
- Body image and healthy eating
- Gambling
- Road Safety
- Taking responsibility personal health (cervical screening and self-examinations)

Relationships

- Gender & sexuality
- Consent
- Pornography

- Online relationships
- Relationship abuse
- Sexual harassment & sexual violence
- Equality Act 2010, discrimination and social justice

Living in the Wider World

- Careers Advice
- Importance of work experience
- Considering a Gap year
- University Applications
- Interview techniques & employability skills
- Financial advice (budgeting, taxes, savings)

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 has responsibility for the Whole School PSHEE pathway and for planning the programme for Years 12 and 13. Lucy Martin has responsibility for the PSHEE programme at TS and has responsibility for the Year 9-11 PSHEE programme.

Teaching staff

Year 9	Year 10	Year 11	Sixth Form
Eliza Getman	Shaunna Plunkett	Rachel Dutton	Heather Grace
Louise Higgins	Joanna Evans	Giacomo Baccassino	Shauna Plunkett
Lucy Douglas	Sandra Samperio	Roger Marriage	Louise Higgins
Giacomo Baccassino	Nicola Loaring	Sadie Osborne	Lucy Douglas
Sadie Osborne	Rachel Dutton	Nicola Loaring	Julia Harper
Kate Stent	Ed Flower	Sarah Wainwright	Rick Kirtland
Leigh Norrie			

Communication with Parents

The PSHEE policy is sent to all parents and guardians in the senior school in September.

From September 2020, it is a statutory requirement that all schools in England and Wales must teach Relationships and Sex Education (RSE) as a fundamental part of the curriculum. The teaching of RSE is seen as a partnership between parents and the School and as such, parents are consulted on the content and delivery of RSE, using an annual online survey, usually in the Summer Term. The results of this consultation are used to inform planning for the following academic year.

The statutory guidance for Relationships and Sex Education states that parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. A parent can withdraw their child from any aspects of Sex Education, other than those covered in Biology lessons. Please note, parents are only able to request a withdrawal, up to three academic terms before the age of 16, after which point the student is deemed to be sufficiently mature to make their own decision.

Before granting such a request, the Whole School PSHEE lead will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

The School will keep a record of all such decisions.