



TAUNTON
— SCHOOL —
INTERNATIONAL

TSI.005

PSHEE

Policy

Policy Lead	TSI Assistant Head
Committee	
Adopted by Governors	Autumn 2023
Last Amended	September 2023
Last Review	September 2023
Review schedule	Annual

This document includes the school's policy on Relationships Education and Sex Education.

TSI(MS) PSHEE Policy

Government legislation

This policy covers TSI(MS)'s approach to Personal, Social, Health and Economic Education as required by the Education Act 2002.

More specifically, Section 78 of that Act states that schools must provide a balanced and broadly based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The policy also takes into account the following;

- The 2006 Education and Inspections Act which placed a duty on Governing Bodies *'to promote the wellbeing of pupils at the school'*
- The Equalities Act 2010 which states schools should ensure they strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children
- The 2011 Prevent strategy to actively promote fundamental British Values through the Spiritual, Moral, Social and Cultural (SMSC) development of students' understanding, personal safety, wellbeing and behaviour.
- Effective preparation for secondary students' future lives through Careers' education
- KCSIE 2022
- The statutory guidance for 'Relationships education, relationships and sex education (RSE) and health education (2019)'.
- Sexual violence and sexual harassment between children in schools and colleges, DfE, September 2021.

School Vision

Whilst covering all the key elements of PSHEE at TSI(MS) through the curriculum and through our everyday actions and expectations, particular emphasis will be placed upon those aspects which most strongly underpin the School's vision and mission statements.

The School's overarching vision is to provide a safe, happy and respectful environment in which we nurture, challenge and inspire young people of diverse nationalities to enable them to achieve their full potential.

The TSI Mission is to prepare students aged 14-18 for successful entry into the British education system at Sixth Form or Undergraduate level, through the provision of intensive GCSE and Foundation programmes.

The TSIMS Mission is to prepare students aged 8-14 for successful entry into the British education system at an age appropriate level, through the provision of a broad, flexible and enriching experience.

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 experience and preparation for their future.

The learning outcomes of this PSHEE programme will be that students will:

- 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
- understand the Equalities Act, 2010 and how to behave in a way that respects protected characteristics.

Throughout the course the Spiritual, Moral, Social and Cultural (SMSC) development of the pupil will be central including the active promotion of British Values to provide cohesion to the British and international students being taught.

Key Principles & Teaching Methodology

The programme will be taught through a range of teaching methods, including teacher-led presentations, debates, role-plays, group tasks, individual exercises, research and discussion. There will be an emphasis on active engagement in learning rather than students passively receiving information to ensure that the teaching is effective.

We shall ensure learning 'starts from where students are' by assessing students' prior knowledge either formally or informally when introducing a new topic or idea. This usually takes the form of a discussion or a short quiz.

We will ensure that pupils with SEND are able to access the curriculum by the use of differentiated tasks and accommodations put in place for students who require them. The use of laptops during lessons allows students to translate terminology and for work to be easily reviewed by the teacher.

For all students, we assess knowledge and understanding at regular intervals using surveys. These are reviewed by the Assistant Head Pastoral and allows for weaknesses to be address by tutors, house staff or PSHE teachers. In particular, the understanding of British Values and the Equality Act are assessed and feedback provided to those that need it.

At TSIMS, where classes may have a mix of KS 2 and 3 or KS 3 and 4 due to classes being determined by level of English, students will always be taught material from the lower key stage curriculum. Older students will have opportunities to access material suitable for their age, particularly for statutory relationships and sex education.

We shall 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. PSHEE teachers should be aware that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or presenting a 'challenge' to young people. It is important to remind students that the majority of young people actually make positive, healthy choices; if they feel that they are the odd ones out, they may be encouraged to take part in risky behaviour.

We will help pupils make connections between their learning and 'real life' behaviours by promoting the skill of critical reflection.

Cross-curricular learning for students is encouraged in lessons and the weekly topic is shared in the weekly staff meeting, with staff encouraged to support and reinforce the topic in their subject lessons and tutor sessions.

Each class will have one lesson per week of PSHEE (60 mins at TSI and 75 mins at TSIMS) and students will attend occasional relevant enrichment talks at TS to compliment the curriculum.

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, boarding house and staff room between students, between students and staff and between staff.

Teaching and everyday activities will take into account 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 our PSHEE provision.

We promote social learning and expect our pupils 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 both the students and the staff, as well as a means to promote and develop students' SMSC understanding. Students will be encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation). Taking into account the extremely wide range of nationalities amongst the student body at TSI(MS), extreme care will be taken to ensure students own sexual orientation, gender identity and faith or culture are respected by all.

All students will have access to PSHEE at the level appropriate to their abilities, maturity, level of English, special educational needs and personal circumstances. Content and/or delivery will be adapted as necessary dependent upon individuals within each class.

Topics to be covered

At TSI, PSHEE is taught through termly themes. These are "Fundamentals for Success", "Dealing with adversity" and "Celebrating Success". Each week, a "Big Question" frames the learning and the topic of the PSHEE lesson links to work being completed in tutorials, assembly topics, RSE talks and wellbeing meetings in house. The scheme of work is designed to deliver important messages at the most suitable time and the overall aim is to ensure strong understanding of the areas outlined below but to support their overall wellbeing.

Due to the intensive academic nature of the courses in TSI, Key Stage 4 students in TSI will also learn about Study Skills and Stress Management techniques in preparation for their GCSE examinations.

The students will be on 'exam leave' for the final weeks of the Summer term so PSHEE lessons will not be scheduled.

The scheme of work across both parts of the School and all three key stages (KS2-4) focuses upon 'Core themes' outlined by the PSHE Association:

- Living in the Wider World (citizenship, financial wellbeing, choices, political systems....)
- Health and Wellbeing (healthy lifestyles, transitions, mental health....)
- Relationships (emotions, risky relationships, loss, consent....)

Within each of these core themes there will be some overlap and flexibility through which British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs will be actively promoted. These themes represent areas of core knowledge, understanding, language, skills and strategies, and are taught in accordance with students' readiness, and are appropriate across all Key Stages.

Senior age students in TSIMS will all follow the Key Stage 3 scheme of work as it provides a more thorough grounding for students new to the British education system and they are likely to be in mixed age classes.

Within the core themes, topics are chosen within each Key Stage to provide a context to progressively expand upon the following '**Overarching concepts**';

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Careers** (including enterprise, employability and economic understanding)

At TSIMS the Juniors (years 3-8) will follow the JIGSAW scheme of work to deliver personal, social and health education, emotional literacy, social skills and spiritual development.

There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every session and throughout/ this approach enables children to identify their feelings and emotions and regulate their own behaviour from the start.

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

- **intrapersonal** skills required for self-management
- **interpersonal** skills required for positive relationships in a variety of settings
- skills of **enquiry**

Relationships (including Sex Education)

Relationships education covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact. Students are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. It is recognised that families of many forms provide a nurturing environment.

The aim of RSE at TSI/MS is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. At TSI it will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS).

RSE is an entitlement for all children and young people and must:

- Be accurate and factual;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Parents' right to withdraw their child

- Parents will not be able to withdraw their child from relationships education at TSI/MS.
- At secondary school level (age 11-16) parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes .
- Before granting such a request, the Head of TSI/MS 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.

Assessment

Assessment is as central to effective teaching and learning in PSHEE education as it is in any other subject. Assessment refers to gauging what has been learned and what still needs to be learned.

Learning in PSHE education should be assessed for several reasons:

- It is important for students to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases students' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.

Opportunities both for assessment are provided through teacher, peer and self-assessment. 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. An overview of the PSHEE core themes can be found in the admissions contract and topics are communicated to parents on a termly basis within reports.

Learning Environment

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

- negotiation of 'ground rules' with the students in each classroom
- 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

If any student indicates that they may be vulnerable or 'at risk' during whether during a PSHE lesson or at any other time, they will receive appropriate support through the school's Safeguarding policy.

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 British and international students at TSI(MS) 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 on the PSHEE curriculum.

Student voice is very important and influences and shapes this policy via termly questionnaires, PSHE surveys, student discussions, student leader meetings, current events and social trends. The voice of the student will

allow the PSHEE team to tailor the programme to the needs of the cohort and to understand the issues facing our students.

Responsibility for teaching

In TSI the PSHEE programme will be managed by Laura Brayley (Assistant Head Pastoral) who will deliver lessons alongside the Head of Wellbeing, Rebecca Barnacle. At TSIMS, the Head of Pastoral (Rebecca Lamb) leads the programme. It will primarily be taught by the lead staff member, with the addition of other appropriately trained teachers as necessary.

External speakers such as school nurses and other agencies will be incorporated into the programme whenever appropriate, but managed by the PSHEE teachers, to further support students' knowledge, understanding and experiences. External speakers will be clear about the School's rules surrounding confidentiality and safeguarding.

Whole School ethos

TSI(MS) recognises that PSHEE is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in the modern world. However, PSHEE is not just a stand-alone subject but is part of a whole school approach to Wellbeing and is therefore intrinsic to pastoral care. Ultimately the aims of the programme are to keep students safe and well, and support them when things go wrong, but it can also equip students to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend.

The PSHEE policy also supports the following school policies:

- Safeguarding & Child Protection
- Anti-bullying and Cyber-bullying
- Equal Opportunities
- IT Acceptable Use
- Behaviour

Other issues closely linked to the PSHEE curriculum include;

- Radicalisation and the government's Prevent strategy
- British Values
- Sex and relationships education (RSE)
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- Social, Moral, Spiritual and Cultural (SMSC) development

Not only do these issues feature prominently within the PSHE curriculum, but they will also be introduced and discussed in tutorials, the student induction programme, Assemblies, other lessons (eg. Games, Biology, History, English), talks from internal and external speakers and debates.

As a full boarding school with British and international students who are generally transitory, TSI(MS) has a relatively short time with each student to achieve its mission and vision. The PSHEE provision underpins this from an academic standpoint supported by appropriate pastoral care and wellbeing for each student.

PSHEE is one integrated strand of a whole school approach to ensure the safety and wellbeing of the students in our care.