



TAUNTON  
— SCHOOL —

# INTERNATIONAL PSHEE AND RSE POLICY

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**Policy Lead** – TSI Assistant Head

**Last Review** – September 2025

**Review Schedule** - Annually or following a change in legislation

## **Statement of intent**

TSI takes its responsibility to provide high quality, evidence and age-appropriate teaching of Personal, Social, Health, Economic Education (PSHEE) and Relationships and Sex Education (RSE) to all its pupils, very seriously. The teaching of PSHEE and RSE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. This policy outlines how the school's PSHEE and RSE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

### **1. Legal framework and statutory requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Taunton School Child Protection and Safeguarding Policy 2025
- Taunton School Equality, Equity, Diversity and Inclusion Policy 2025
- Taunton School International Behaviour Policy 2025
- Taunton School Visiting Speaker Policy 2025
- DfE Keeping Children Safe in Education 2025
- DfE 'Working Together to Safeguard Children' 2023
- DfE 'Behaviour in Schools' 2024
- DfE 'Teaching Online Safety in Schools' 2019 updated 2023
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2025
- DfE 'Personal, Social, Health and Economic Education' 2013 updated 2021
- PSHE Association
- DfE 'Promoting Fundamental British Values through SMSC' 2014
- DfE 'SMSC Development of Students in Independent Schools' 2014
- TS School Aims
- Equality Act 2010
- DfE Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2025
- DfE Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Teaching about relationships, sex and health'

· Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020

· The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Relationships Education, Relationships and Sex Education and Health Education guidance ([publishing.service.gov.uk](http://publishing.service.gov.uk))

## 2. Roles and responsibilities

The **governing board** will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring that curriculum content and teaching materials are aligned with the statutory guidance.
- Ensuring that teaching is delivered in ways that are accessible to all pupils including EAL and those with SEND.
- Providing clear information to parents on the subject content, teaching materials and external providers, and the right to request that their child is withdrawn.

The **head** will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The **Head of PSHEE** is also the RSE subject lead and will be responsible for:

- Overseeing the delivery of PSHEE and RSE.
- Working closely with colleagues in related curriculum areas to ensure the PSHEE and RSE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the PSHEE and RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of PSHEE and RSE, providing support to staff where necessary and helping to develop colleagues' expertise in PSHEE and RSE.
- Ensuring the continuity and progression between each year group.

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to PSHEE and RSE.
- Leading staff meetings.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of PSHEE and RSE and providing reports to the head.

The **DSL** will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the PSHEE and RSE curriculum.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of PSHEE and RSE.

**Subject teachers** will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering PSHEE and RSE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to PSHEE and RSE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE subject lead on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE.
- Reporting any concerns regarding the teaching of RSE to the RSE subject lead.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The **SENCO** will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

TSI delivers its PSHEE through a number of different areas. Social Moral, Social and Cultural (SMSC) education is delivered through timetabled PSHEE lessons and supported by tutors in tutorial sessions, assemblies, chapel and visiting speakers. The programme is also complemented by the School's Wellbeing Programme. Parents and carers will be provided with a summary of the TSI curriculum and approach to teaching PSHEE, along with the School policy at the beginning of each academic year. Parents and carers will be consulted on the content and delivery of PSHEE/RSE at the beginning of each academic year. Students are also involved in the creation of this policy using annual questionnaires and opportunities for Student Voice during PSHEE lessons, tutor time, student forums, and anonymous surveys.

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

- To foster tolerance and harmony between different cultural traditions;
- To enable students to acquire respect for public institutions and services in England;
- To encourage respect for others;
- To 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;
- To 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;
- To provide effective preparation for secondary students' future lives through Careers' education.

### **3. School Vision**

Whilst covering all the key elements of PSHEE at TSI 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.

### **4. Aims, Objectives & Outcomes**

Our PSHEE 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.

### **5. 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 MS Form questionnaires. These are reviewed by the Assistant Head Pastoral and this allows for weaknesses to be addressed 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.

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 briefing 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 and students will also attend relevant enrichment talks at TS to complement the curriculum.

When using external agencies and speakers to deliver aspects of our PSHEE and RSE curriculum, we will follow the requirements of the Visiting Speaker Policy, including:

- Ensuring we have checked the visitor credentials and references from other schools.
- Discussing with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Ensuring the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Agreeing with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- Whilst at the school, we will ensure that external visitors are always supervised and following the session, it will be reviewed by staff and students.

## **6. 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, 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. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.

## **7. Safeguarding and Confidentiality**

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. PSHEE teachers will be made aware of safeguarding information specific to students which could result in a topic triggering an emotional response.

Confidentiality within the classroom will be an important component of RSE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Child Protection and Safeguarding policy. Teachers will, however, understand that some aspects of PSHEE and RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how confidentiality will be handled in a lesson and what might happen if they choose to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer. Pupils will also understand where they can report any concerns and seek help, including to external services.

## **8. 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. Key Stage 3 students also learn about how to develop skills for academic success.

Most students will be on 'exam leave' for the final weeks of the Summer term so PSHEE lessons for Key Stage 4 students will not be scheduled.

The scheme of work focuses upon 'Core themes' outlined by the PSHE Association:

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

## **Living in the Wider World**

### **Pre-GCSE Pathway**

- British Values: democracy, equality, rule of law
- Legal rights and responsibilities (Equality Act 2010)
- Online rights, responsibilities, and behaviour
- Risks of sharing material (e.g. indecent images)
- Law: viewing/sharing indecent images of children
- Reporting online material and managing issues
- Understanding exploitation and knife crime
- Online safety, scams, and gambling
- Law: sexual violence and harassment

### **GCSE Pathway**

- Impact of internal/external influences on self-esteem and mental health
- Media and body image
- Assertiveness and resilience
- Identifying harmful behaviours (incl. online)
- Media influence: radicalisation and extremism
- Data privacy: how data is collected/shared
- Law: indecent images of children
- Gender norms and identities
- Grief and loss
- Child sexual exploitation and county lines
- Routes into work, training, and education
- Types/patterns of work
- Using strengths/weaknesses for goal setting
- Financial risk and exploitation (e.g. drug mules, scams)
- Budgeting and saving
- Online gambling risks
- Risks of sharing personal/explicit material
- Impact of harmful/sexually explicit content
- How to report indecent material or manage online issues

## **Health and Wellbeing**

### **Pre-GCSE Pathway**

- Facts/risks: legal and illegal drugs, tobacco, alcohol
- School rules: drugs, alcohol, tobacco
- Healthy body image, sleep, organ donation, immunisation
- First Aid: CPR and defibrillators
- Puberty and body changes
- Menstrual well-being
- Healthy lifestyle and inactivity-related ill health
- Mental well-being and signs of ill health

### **GCSE Pathway**

- Link between drugs and serious mental health issues
- Dangers of prescription drugs
- Physical/psychological effects of addiction
- Accessing support for addiction
- Impact of behaviours on mental health
- Benefits of physical activity and community participation
- Health and prevention: screening, hygiene, sleep
- Reproductive health
- Facts about pregnancy, infertility, miscarriage
- Parenting responsibilities and realities
- LGBTQ+ marriage and parenthood
- Positive coping strategies and managing stress

## **Relationships**

### **Pre-GCSE Pathway**

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

### **GCSE Pathway**

- Respect and human decency
- Stereotypes and protected characteristics
- Trustworthiness of people/sources
- Understanding and communicating consent
- Consent withdrawal in all contexts
- Contraception and safer sex

- Pregnancy
- Abuse, grooming, coercion, harassment (concepts and laws)
- Violent behaviour and coercive control
- Sexual harassment and sexual violence
- Healthy online relationships
- Family relationships
- Making informed choices about sex
- Managing peer/sexual pressure
- Recognising and communicating consent
- Laws: sexual exploitation, rape, honour-based violence, FGM, forced marriage
- Sexual health

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.

Within the core themes, topics are chosen 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)

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**
9. **Relationships and Sex Education (RSE)**

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 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. 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.
- 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 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.

**The school defines the RSE curriculum into the following categories:**

| Relationships and Health Education<br>(no right to withdraw)                                   | Sex Education<br>(right to request withdrawal) |
|--|--|
| The characteristics of positive and healthy friendships, how to develop respectful friendships | Different types of sex                         |
| Consent and sexual boundaries and sexual violence including rape                               | Sexual contact, including masturbation         |
| Sexual orientation and gender identity   |  |

|  |  |
|--|--|
| Relationship values, families and parenting  |  |
| Healthy relationships including marriage   |  |
| Unhealthy relationships including forced marriage, domestic violence and coercive control      |  |
| The influence of pornography   |  |
| Different types of relationships, how to manage difficult relationships and ending friendships |  |
| Puberty and how bodies change, the menstrual cycle and how to deal with difficult emotions     |  |
| Female Genital Mutilation  |  |
| Different methods of contraception and sexually transmitted infections                         |  |
| Abortion   |  |
| Fertility challenges   |  |

## 10. 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.

## 11. 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

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.

## 12. 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).

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 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.

## 13. Responsibility for teaching

In TSI the PSHEE programme will be managed by Laura Brayley (Assistant Head Pastoral), supported by experienced members of staff. 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.

## 14. Whole School ethos

TSI 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
- SEND
- Student Equal Opportunities Policy
- Online Safety Policy
- Behaviour Policy

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 (e.g. 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 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.