



PSHCE Policy (Including Statutory RSE)

Scope:	Senior School (including boarding)
Release date:	December 2021
Review date:	December 2022
Author:	Senior Deputy Head, Senior School
Reviewer:	Senior Deputy Head, Prep School

Linked documents

This policy should be read in conjunction with the

- Safeguarding and Child Protection Policy
- Curriculum Policy
- SEND Policy
- MH PHSCE Policy
- [Relationships Education, Relationships and Sex Education \(R50\) and Health Education 2019](#)

Acronyms

PSHCE Personal, Social, Health, Citizenship Education

RSE Relationships and Sex Education

Definition of PSHCE

(PSHCE) is about how individuals develop personally, in ways such as how we grow up physically and how we change through adolescence. It is about our relationships with other people, our families, friends and teachers at the school. It also covers matters relating to being healthy and fit and what it means to be a good citizen.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

Availability

This policy may be viewed on the School website, the staff shared area, and a printed copy is available upon request from the School Office/Pupil Services Team.

Introduction and aims

The purpose of this policy is to ensure that PSHCE including RSE, supports our school ethos and fulfils our school aims:

- Pupils can discover who they are
- Pupils can unlock their own potential
- We will provide an all-round educational experience
- Pupils can experience a community spirit, where everyone is connected

This policy applies to all senior pupils and forms part of the curriculum. We see the curriculum as, 'the total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities, and other opportunities that our pupils experience on a daily, weekly, and yearly basis to ensure that all of them make the best progress possible and attain high standards'.

A well-structured and coherent curriculum is a fundamental element of education that underpins all successful schools and includes Teaching, Learning and Assessment and is underpinned by Wellbeing.

The aims of PSHCE at our school are to:

- Help pupils develop the knowledge and attributes they need to manage their lives, now and in the future, actively promoting the fundamental British values.
- Educate pupils about staying healthy and safe, and help pupils prepare for life – and work – in modern Britain, developing knowledge, skills and attributes they need to thrive as individuals, family members and members of society.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils understand that healthy relationships are an important part of wellbeing.

As pupils move through the school, PSHCE sessions help them to learn to respect the views of others and to consider the needs and rights of other citizens. They clarify their opinions and attitudes in discussions with peers and informed adults and consider the consequences of their decisions. Our approach to PSHCE includes guiding pupils towards adopting a positive attitude to general well-being, fitness, nutrition and self-image.

There are many choices to be made as pupils progress through the school and the PSHCE programme - in its widest sense - aims to enable the pupils to make positive and hopefully life-enhancing choices based on a consideration of a range of possibilities within issues such as alcohol consumption, recreational drug use, smoking, sexual health and relationships, career path, developing a sense of belonging to their communities and developing their charitable sensibilities.

In our PSHCE sessions, we aim to promote the pupils' spiritual, moral, social and cultural development thus preparing them for the opportunities and experiences of life.

We recognise the important role that parents/carers play in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, and pupils,

consulting them about the content of the PSHCE program. We also aim to work in partnership with other relevant health and education professionals as appropriate

Statutory requirements

Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of PSHCE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school, and behaviours of everyone.

As an Independent Senior School, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused through a parent's decision to opt out, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and guidance outlined in section 403 of the Education Act 1996.

Policy development

This policy is developed in consultation with the school community. The consultation and policy development process involved the following steps:

- Review – Head of PSHCE Lower School (First to Third Form) and Head of PSHCE Middle School and Sixth Form (Fourth Form to Upper Sixth) review all relevant information, including but not limited to, relevant national and local guidance.
- The policy is drafted in accordance with up-to-date statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans are then amended accordingly.
- Parent and any interested parties within our community are annually invited to provide feedback on PSHCE through consultation evenings and contact with the relevant Head of PSHCE. This feedback can be used to influence policy content.
- Pupil consultation – pupils are consulted about their PSHCE lessons in pupil voice meetings and regular surveys.
- Ratification – once amendments are made, the policy is ratified and published to the school website <https://www.wisbechgrammar.com/about-us/policies-isi-reports/>
- Policy review – this policy will be reviewed every year.

Curriculum

During a pupils' academic career, broad topic areas covered in our PSHCE sessions include cover:

- Families
- Respectful relationships including friendships and relationship values
- Relationships online and the media
- Being safe including consent
- Intimate and sexual relationships, including sexual health
- Mental health and wellbeing
- Internet safety and harms
- Bullying, abuse and discrimination
- Physical health and fitness
- Self-concept, body image and self-esteem
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies
- Settling into secondary school
- Work, careers, choices and pathways
- Employment rights and responsibilities
- Financial choices such as banking, mortgages, credit/loans
- Citizenship including developing as a citizen and becoming aware of the work of charities in our society
- Topics in the news
- Awareness of global issues
- Developing self-knowledge and the ability to manage emotions
- Government and Politics
- Current world affairs

We have developed a spiralling curriculum in consultation the PSHCE association and our community, considering the age, needs and feelings of pupils.

For more information about our curriculum, please contact the relevant Head of PSHCE or the Senior Deputy Head

Delivery of PSHCE

The PSHCE course is delivered to all pupils through discrete PSHCE lessons taught by tutors. There is one lesson of taught PSHCE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHCE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology, Physical Education and Physical Wellbeing lessons; Citizenship through History and Religious Studies lessons; several financial issues are covered in Maths lessons). There are also centrally organised sessions which supplement the delivery in house such as assemblies.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught using inclusive language within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The relevant Head of PSHCE in liaison with the Senior Deputy Head:

- Responsibility for the overview of this policy, however, all teaching staff are responsible for ensuring this policy is implemented and acted on.
- Provides engaging lesson material.
- Ensuring that PSHCE is delivered consistently across their relevant section of the school, and for managing requests to withdraw pupils from non-statutory components of RSE.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

The Senior Deputy Head

- Evaluating this policy.
- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Teaching Staff (usually tutors):

- Delivering PSHCE in a sensitive way.
- Modelling positive attitudes to PSHCE.
- Using inclusive language.
- Monitoring progress, which includes completing an attitude to learning grade
- Responding to the needs of individual pupils.
- Staff do not have the right to opt out of teaching PSHCE. Staff who have concerns about teaching PSHCE are encouraged to discuss this with the relevant Head of PSHCE.
- Ensure pupils are made aware of helpful external agencies.
- Be unbiased in their delivery of the topics covered and do not indoctrinate pupils. For example, teachers should not aim to influence the political views of the pupils.
- Challenge and record any inappropriate language of radical views that are disclosed in the sessions.

Pupils

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity.

Pupils with Special Educational Needs and Disabilities

Our curriculum is inclusive and PSHCE is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department led by a SENCO. Pupils can use their own device and OneNote in PSHCE lessons to help with accessibility. All tutors are aware of the provision on the SEN register and pupils are supported at an individual level.

Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. PSHCE including RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Parents right to withdraw

- If parents require more information on RSE for secondary aged children, this is a useful source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf
- Parents of senior pupils have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Requests for withdrawal should be put in writing to the school either by replying to our annual parent letter or by emailing office@wisbechgrammar.com
- A copy of withdrawal requests will be placed in the pupil's file.
- The relevant Head of PSHCE along with the Senior Deputy Head will discuss the request with parents in the first instance.
- Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

- The delivery of PSHCE is monitored by the Senior Team through regular learning walks and by the heads of PSHCE through curriculum development and sharing of best practice.
- Pupils' development in PSHCE is monitored by tutors as part of our internal assessment systems. All senior school pupils are regularly given an 'Attitude to Learning' grade.