



**Personal, Social,
Health and
Economic (PSHE)
Education Policy –
Senior School**

October 2022

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1. INTRODUCTION - Our Approach and Objectives

- 1.1 This Policy explains the approach which St Chris has adopted in respect of the teaching of Personal, Social, Health and Economic (“PSHE”) education within the Senior School. This Policy sets out how we approach the teaching of PSHE within the School’s curriculum and the intended outcomes of such teaching.
- 1.2 This Policy has been produced by key stakeholders within our School Community, including our Governing Body; the Senior Leadership team; staff; parents and pupils. This wide engagement reflects the importance which the School places on PSHE education. Most importantly it has been developed to put the pupils and their needs at the very heart of PSHE learning at St Chris. The School recognises that these needs are increasingly complex and at times, challenging. Therefore, the teaching of PSHE within St Chris is aimed at helping young people navigate such challenges and to thrive both in the School environment and in the wider world.
- 1.3 PSHE within St Chris reflects the ethos of the School centered around a pupil-focused education with emphasis on inclusivity and tolerance.



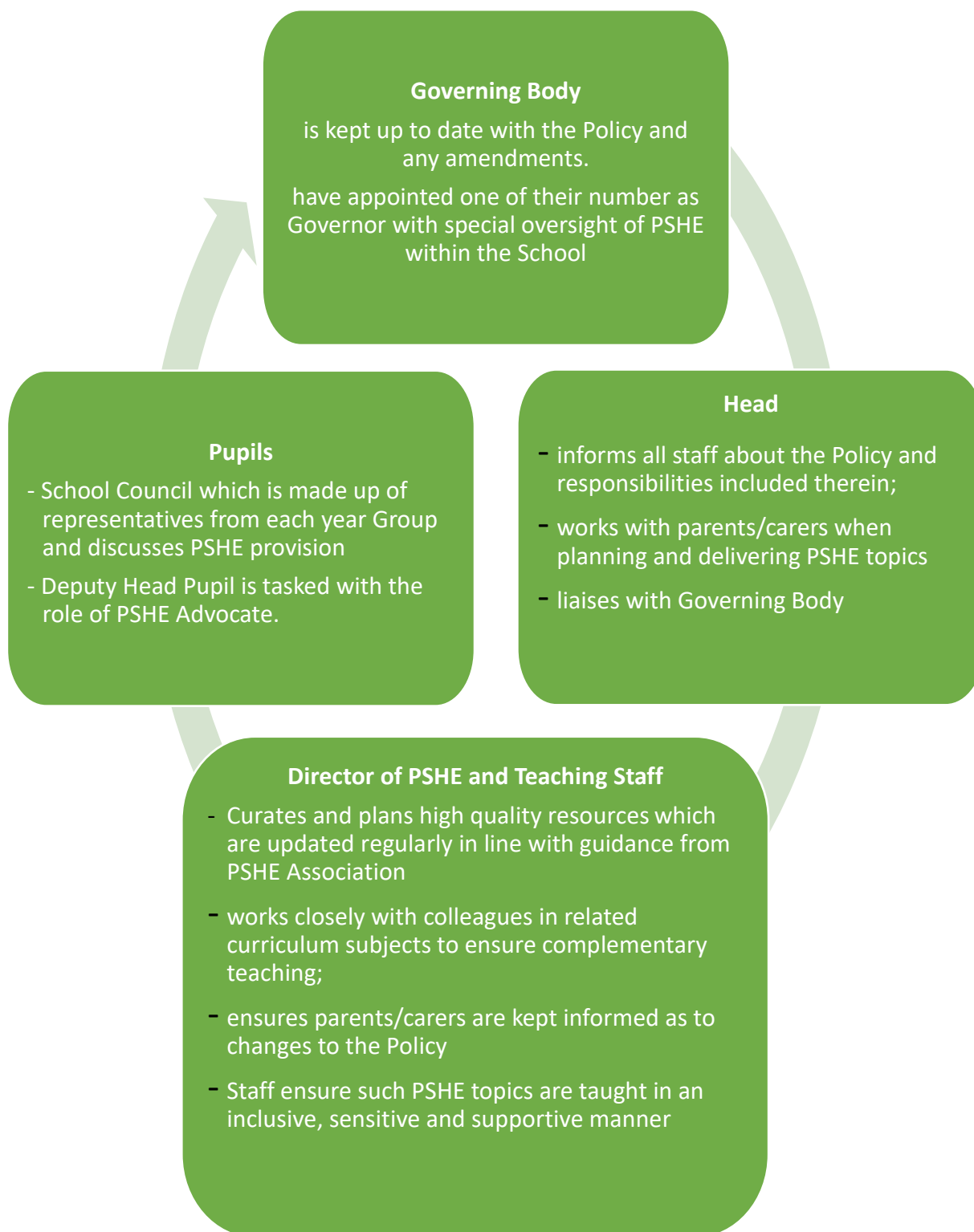
- 1.4 In this Policy, we will explain the following:
- 1.4.1 who has ownership and oversight of the PSHE curriculum;
 - 1.4.2 we will illustrate how we are able to teach an effective PSHE curriculum giving the same value and recognition as other core curriculum subjects;
 - 1.4.3 how planning for PSHE works across the School;
 - 1.4.4 how it is embedded in the learning of pupils, including how it is assessed;
 - 1.4.5 we will also explain how pupils and parents can access this Policy and how they participate in its development;
 - 1.4.6 we will highlight how this Policy interacts and complements other School policies; and
 - 1.4.7 we will also discuss other key topics including, safe-guarding; confidentiality and the right to withdraw a pupil from certain discussions.

2. Statutory Guidance

- 2.1 As an independent school we are required to teach Relationship and Sex Education (RSE) and we must meet the standards set out in the Education (Independent School Standards) Regulations 2014. PSHE Education continues to be compulsory in independent schools.
- 2.2 Current regulations and guidance from the Department for Education state that: 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 RSE compulsory for all pupils receiving secondary education. Further we take account of the provisions set out in the Equality Act 2010 and schools. Health Education is not compulsory in independent schools.
- 2.3 Within St Chris we have found it beneficial to teach a broad and inclusive PSHE curriculum which includes the teaching of RSE in the Senior School. Health Education topics are taught throughout the School.



3. PSHE Ownership Structure Chart





4. Pupil Voice

- 4.1 We believe that PSHE is a vital subject as it provides pupils with the tools with which to thrive outside the school environment and into adulthood. As such the experiences and opinions of our pupils are integral to how we approach PSHE. This is manifested in informal ways such as regular feedback and our open-door policy but also in the formal consultative structure by which St Chris has long operated. Our School Council which is made up of representatives from each year Group discusses PSHE provision and our Deputy Head Pupil is tasked with the role of PSHE Advocate.
- 4.2 In Summer 2022 St Chris students and teachers will be taking part in a pilot scheme in conjunction with the NSPCC. We are delighted to have been chosen as part of a selection process as one of the schools in the UK to take part and this will provide an exciting opportunity for students and staff to work alongside a national charity of this stature. Over the last year, young people across England, Northern Ireland, Scotland, Wales and the Channel Islands have bravely shone a light on the scale and nature of sexual abuse in schools. In the troubling testimonies shared on the website, *Everyone's Invited*, and in calls to the NSPCC *Report abuse in education* helpline, young people across all four nations reported how normalised harmful sexual behaviours are, and how more could be done to recognise and respond to incidents and make schools safer spaces for pupils. The pilot programme will provide both training and resources to enable students and staff to feel more confident when tackling these issues.

5. Values and Beliefs

- 5.1 St Chris was founded on the belief that difference was not something to be afraid of – but something to be embraced. Since 1915, our beliefs and values reflect our aspirations for society. A society which respects freedom of choice; freedom of expression; the rights of the individual to express their liberty within the framework of the law. Our aspiration for our pupils is that they leave St Chris with these values instilled – not as uniquely “British” but as universal.

6. How PSHE is taught at St Chris

- 6.1 PSHE is considered a core curriculum subject and we have wide-ranging and ambitious objectives for our PSHE provision. We want our pupils to be well-placed to deal with the challenges of growing and developing into responsible and valued members of their communities and as such the teaching of PSHE will help them to:
- 6.1.1 distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.



- 6.1.2 understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
 - 6.1.3 believe they can achieve their goals and that to achieve those goals they must stick at the tasks despite the challenges they may face.
 - 6.1.4 be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way.
 - 6.1.5 recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.
 - 6.1.6 recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
 - 6.1.7 within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
 - 6.1.8 develop as individuals within a spiritual, moral, cultural, mental, and physical framework.
- 6.2 As stated above, at St Chris we place considerable emphasis on pupils being able to navigate their lives in a healthy and safe way. How we teach PSHE reflects this objective. PSHE has a dedicated timetabling in the School week for all pupils and although links are made to other relevant subjects PSHE is not an “add on.” Themes are revisited with a “spiraling approach” allowing pupils time and space to consider further points for discussion. Before a new topic is started, attention is paid to determining pupils’ prior knowledge which in turn enables staff to make reasonable judgements as to the development and progression of the pupils.
- 6.3 PSHE is taught via a range of teaching methods including class discussions, use of external expert speakers and creating links with other areas of the curriculum whilst avoiding duplication. We are very aware that the teaching of PSHE can be a sensitive matter and therefore staff are mindful of topics for which a whole class setting might not be considering appropriate.
- 6.4 In addition, we achieve these objectives with:
- 6.4.1 a coordinated and consistent approach to the Curriculum.
 - 6.4.2 clear lines of communication between the Senior Leadership Team and the PSHE Director and PSHE Team.
 - 6.4.3 an appropriate teaching programme which responds to pupils’ needs.
 - 6.4.4 clearly planned weekly lessons with expected learning outcomes, including enrichment days.



- 6.4.5 reinforcement of key messages at different ages and stages and in different situations and contexts.
- 6.4.6 content and teaching approaches, which match the needs and maturities of all our pupils, including those with special educational needs and disabilities (SEND), from culturally diverse backgrounds and who have English as an additional language.
- 6.4.7 involvement of the whole School community, including colleagues, governors, parents, pupils, and relevant visitors.
- 6.4.8 training and support for colleagues in the planning and delivery of sex education.
- 6.4.9 regular review and revision of the Policy.
- 6.4.10 staff lesson observations take place periodically to ensure consistency and continued innovation.
- 6.4.11 the School Pastoral team, the School Nurse and where appropriate the School Councillor, support any children who are of a particular concern.

7. PSHE and SEND

- 7.1 We ensure PSHE is inclusive and meets the needs of all our pupils, including those with SEND. All pupils regardless of their needs are part of the PSHE learning at St Chris. Our pupil centred approach means that we are able to provide appropriate learning opportunities for the whole School community. The PSHE Department regularly meets with the Individual Needs team to ensure there is seamless communication and support given to all pupils.
- 7.2 Please find the aims of our PSHE curriculum at each Key Stage at Annex A.

8. Monitoring, reporting and evaluation – how PSHE learning is assessed at St Chris

- 8.1 Pupils are expected to engage fully in PSHE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity. Therefore, we believe that it is vital that we are able to monitor and assess how they develop in their understanding of the PSHE curriculum. Consistent with our overall approach we ensure that this assessment is age and topic appropriate and can be addressed in a number of ways. For example, all pupils have an exercise book and are encouraged to make notes and to review their learning. Pupils carry out baseline assessment for PSHE, at the beginning and end of every year, to monitor progress, knowledge and understanding. Where appropriate topics are started with a mind map which is then added to throughout the lesson with any key terms or subject matter that they did not previously know. This reflects the spiraling approach mentioned previously and allows the PSHE teachers to assess development and provide that feedback to the parents/carers. As with other core subjects, staff report to parents on the pupil's effort within the classes at all reporting times within the School calendar.



8.2 Discussion work forms the majority of the work in PSHE lessons and pupils are encouraged to question and debate the subject topics. Staff will continuously monitor and evaluate the pupils learning through open questions and encouraging them to think deeper about the topic that they are studying. Pupils are encouraged to evaluate the PSHE content and to feedback to teachers and the Director of PSHE if there are areas that they would like to see included/removed subject to statutory guidelines and timetable constraints.

9. Safe and Effective Practice – how we ensure safe and sensitive teaching of PSHE

- 9.1 Considerable care is taken to ensure that there is a safe learning environment for all pupils and every age.
- 9.2 Initially teachers and pupils will agree “ground rules” including the importance of being sensitive to each other and showing mutual respect. Further it is acknowledged by the class that it is important not discuss with their peers outside the lesson any personal information which was shared.
- 9.3 Distancing techniques are used such as ensuring that no pupils feel that they are being victimised should a topic affect them personally and where known these topics will be shared with the pupils in advance to ensure that they have adequate warning.
- 9.4 Pupils’ questions are sensitively answered within the lesson where appropriate and where this is not possible the pupil will be given the opportunity to discuss further with the individual teacher and/or the Director of PSHE.
- 9.5 When discussing more sensitive topics pupils have access to post it notes that they can write anonymous questions onto, and staff will answer these anonymously. At St Chris we believe that it is important that pupils can ask questions in a supportive environment and be heard. Teachers are encouraged to work with other colleagues where necessary to provide an appropriate answer.
- 9.6 We believe that this approach is central to our approach to safeguarding. Please see section below on Safeguarding.

10. Working with Parents and Carers

- 10.1 St Chris believes that parents/carers are the prime educators for many topics covered within the PSHE curriculum and St Chris seeks to complement this and play a positive role in the development of pupils’ understanding about relationships recognising that this has a significant influence on how they grow and mature to form healthy relationships.



- 10.2 All Parents/carers will be:
 - 10.2.1 Given opportunities to understand the purpose and content of PSHE Education.
 - 10.2.2 Encouraged to participate in the development of PSHE Education.
 - 10.2.3 Encouraged to discuss the topics surrounding PSHE with their child/children at home.
 - 10.2.4 Able to have the opportunity to discuss any concerns directly with the Director of PSHE in the first instance.
- 10.3 The Policy will be available on the School's website (as well as on internal drives for all staff to be able to freely access). Parents/carers may also request a hardcopy of the Policy.
- 10.4 Where appropriate, parents/carers are informed about the Policy through the Friday Parent Mailing which is distributed to all parents/carers weekly via email.
- 10.5 We will collaborate closely with parents/carers to ensure that they are fully aware of what is being taught within the PSHE curriculum and provide additional resources and support through the Friday Parent Mailing. We identify appropriate documents and links to external agencies which reinforce the work being completed within the class setting and empower parents/carers to be able to discuss the content at home. Please see Annex C on Useful Links.

11. The right to withdraw pupils from RSE

- 11.1 Parents/carers do have the right to withdraw their child from all or part of the Relationship and Sex Education provided within the PSHE framework, and alternative educational provisions will be made. Parents do not have the right to withdraw pupils from the sex education which forms part of the National Curriculum Science nor sex education included within other National Curriculum subjects such as English.
- 11.2 Any concerned parent/ carer should contact the Director of PSHE and/or Head. Once this request is made it will be complied with until the parent requests otherwise. All relevant colleagues must be informed of this. The pupil should be accommodated elsewhere within the School and provided with an alternative programme of work. Every effort will be made to protect the pupil from embarrassment and harassment by other pupils.
- 11.3 Once the pupil has been withdrawn the School will respect the parents'/carers' request to withdraw the pupil, up to and until three terms before the pupil turns 16 years old. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the pupil with sex education during one of those terms



12. Safeguarding

- 12.1 The School's approach to Safeguarding is detailed in its Child Protection and Safeguarding Policy.
- 12.2 The School has a duty to always consider the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.
- 12.3 This Policy complements, and should be read in conjunction with, the following School policies:
- Anti-Bullying Policy (Whole School)
 - Anti-Bullying Protocol (Junior School and EYFS)
 - Behaviour Policy
 - Child Protection and Safeguarding Policy
 - E-Safety & Cyber Bullying Policy
 - Individual Needs Policy
 - IT Acceptable Use Policy (Pupils)
 - School Aims and Ethos
 - Visiting Speaker Policy
 - Substance Abuse Policy
 - Equal Opportunities Policy
- 12.4 All School Policies are regularly reviewed and updated as necessary and can be found on the School's website. Further many of the School policies are reviewed and ratified by the Board of Governors.
- 12.5 Hard copies are also available on request.

13. Review Date

- 13.1 This Policy is considered as a "living" document and will be reviewed annually by the Senior Leadership Team and the Director of PSHE to ensure that it continues to:
- 13.1.1 Meet the needs of our pupils, staff, and parents/carers.
- 13.1.2 Ensure it remains in line with current Department for Education advice and guidance.

Emma-Kate Henry
Head

and

Elizabeth Hedderson
Director of PSHE Coordinator



Annex A – PSHE Curriculum

Senior School Year Overview

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



Annex B – Staff Training and Parent Events

Date	Name of Course
9 November 2021	Inclusive RSHE: Responding to Pupils' Needs and LGBT+ issues
24 November 2021	Free online event with Juno Dawson
17 January 2022	Digital Citizenship (all PSHE staff)
26 January 2022	Assessment in PSHE
2 February 2022	Provision for KS5 PSHE
2 March 2022	PSHE information and consultation event.
11 March 2022	Pupil drop in to discuss changes.
10 October 2022	Preparing for Independent School Inspection
13 October 2022	Everyone's Invited: Supporting Teaching Around Respect and Consent
20 November 2022	Effective Teaching and Learning in PSHE (PSHE Association)



Annex C – Useful Links

- Relationships and sex education (RSE) and health education (www.gov.uk)
- Relationships, sex and health education: guides for parents (www.gov.uk)
- www.pshe-association.org.uk