

Personal, Social and Health Education (PSHE) policy (including Relationship and Sex Education (RSE))

The Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) policies have been updated and merged. This policy will be approved by governors on 6 December.

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Review	Director of Pastoral Care	September 2022	✓
Reported	Education Committee	11 October 2022	x
Approved	Board of Governors	6 December 2022	x

To be published on the following:	
Staff Portal	✓
School website	✓



The Personal, Social and Health Education (PSHE) Policy

1. Who this policy applies to

This policy applies to all students.

2. What this policy is for

2.1 This policy aims to:

- Comply with government statutory requirements
- Set out the support and guidance and information that the school will give to students
- Help students' personal, moral, and social development during their time at school and afterwards. This teaching aims to support students in developing resilience, to know how and when to ask for help, and to know where to access support.
- Help students in the development of healthy relationships.

2.2 Legal framework

- Keeping Children Safe in Education 2022
- Equality Act 2010
- *Relationships Education, Relationships and Sex Education and Health Education*, Children and Social Work act 2019

This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social, and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

2.3 Other relevant school policies

- Safeguarding (Child Protection) policy
- Online Safety policy
- Anti-bullying policy
- Behaviour Policy and Acceptable Use Policy
- Visiting Speaker Policy
- Equal Opportunities Policy

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1. Introduction

1.1 St Paul's Girls' school recognises the importance of a broad PSHE curriculum to help students of all ages navigate their adolescent years. It is a task which also involves teachers and parents and is a vital component of the school's pastoral care system.

1.2 PSHE covers a diverse landscape of teenage development from independence of thought, empathy, and valuing difference, to endorsing the need for appropriate behaviour when covering topics such as bullying and personal safety, on and offline. It also encompasses a significant element of healthy lifestyle aims such as in sex and relationships and in physical and mental health. Finally, there is also an appropriate fact-based curriculum including preparing to live away from home, university finances, UK law and democracy, individual rights, and policing.

1.3 This policy and our PSHE curriculum have been developed alongside the guidance offered by the DfE and the PSHE Association (2018). It also refers to RSE and Health Education (2019) and the requirements of the Equality Act 2010.

1.4 The Relationships Education, Relationships and Sex Education and Health Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all students receiving secondary education.

1.5 This Policy has been developed via consultation with colleagues from several academic departments, notably Biology, IT, Philosophy and Theology. Staff are regularly invited to comment on the curriculum at weekly Heads of Year meetings. Parents are invited to review our policies annually and schemes of work and exemplar material are discussed with them at an annual consultation meeting. An annual survey of parents and students also provides feedback on PSHE provision, delivery, and further development of this policy. Students also feedback on the PSHE provision via weekly reflection session, online feedback at the end of topics and via the School Council and the PSHE student Ambassador team. Parents also receive a weekly e-mail outlining the PSHE content for that week, allowing them to be prepared to discuss those issues with their children at home.

2. Scope of the Policy

2.1 St Paul's Girls' School recognises the importance of PSHE in promoting its ethos and desired educational outcomes. The PSHE curriculum aims to:

- Build on the school's ethos of creating a love of learning, intellectual curiosity, and independence of thought
- Prepare students for the future via developing both knowledge and skills which will help everyone question the world in which they live and be able to ask sensitive and compassionate questions to build a more complete understanding of their environment
- Cultivate respect for others and to value the achievements of those in the school community equally. To recognise and understand the protected characteristics set out in the Equality Act 2010
- To promote wellbeing, build robust characteristics, and to develop adaptability of thought when circumstances are unexpected or challenging
- Provide opportunities to develop self-confidence, self-knowledge, self-esteem, and kindness towards others
- To be able to evidence clear progress in the areas above, demonstrating the dynamic and flexible nature of our PSHE provision.

2.2 The School recognises that PSHE is not a static subject but should be evident in all the behaviour in our community, demonstrating the kind of relationships which our curriculum endorses. Staff, parents, and older students should all be modelling the values which we advocate in classrooms, in extra-curricular activities, at home and in the wider community.

2.3 The school actively promotes the Fundamental British Values. Discriminatory or extremist opinions are challenged as a matter of routine.

2.4 The School is aware that for many young people the distinction between the online and other aspects of life is less marked than for some adults. Young people operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. Online and

digital safety, operating in a digital world, managing developing technologies and online citizenship form a significant part of the PSHE curriculum.

2.5 The school encourages respect for all people, paying particular regard to the Equality Act 2010. The school is aware of its responsibilities with regard to protected characteristics which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The school actively champions diversity and promotes inclusion.

2.6 The school recognises its responsibility to make relationship and sex education accessible and differentiated for SEND students.

2.7 The school draws students from a wide variety of religious and cultural backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, differing attitudes.

3. PSHE and Safeguarding

3.1 PSHE education works within students' real-life experiences, and therefore it is essential to establish a safe learning environment. The school recognises that students may share information which would not usually be discussed in other lessons. Thus, clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. Students are encouraged not to over share personal experiences in PSHE discussions. During PSHE education lessons, students may indicate in some way that they are vulnerable or 'at risk'. It is important to make a clear link to the school's safeguarding/ child protection policy to ensure clarity about what is required in such circumstances.

3.2 The school is committed to creating a safe and supportive learning environment by training staff not to promise unconditional confidentiality to students when sensitive topics are being discussed but to act in accordance with the Child Protection Policy.

3.3 The School will ensure that where students indicate that they may be vulnerable and at risk, they will receive appropriate support via our pastoral teams. There is also the opportunity to ask anonymous questions via online forms and question boxes. These questions will be reviewed and answered by the PSHE staff, in conjunction with the Head of PSHE and any other member of the pastoral team. If a question raises a safeguarding concern, it should immediately be referred to the DSL or one of the DDSs in her absence.

4. Relationships and Sex Education (RSE)

4.1 Right to be excused from sex education (commonly referred to as the right to withdraw)

4.1.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of PSHE.

4.1.2 Upon receipt of a request to withdraw the High Mistress will discuss with parents, and if appropriate, the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once this discussion has taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the student turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education.

4.1.3 The school maintains that it is beneficial for all students to receive relationships and sex education.

4.2 Subject Content

4.2.1 Sex and Relationships Education is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.

4.2.2 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It covers contraception, developing intimate

relationships and resisting pressure to have sex and not applying pressure. It aims to teach what is acceptable and unacceptable behaviour in relationships, which will enable students to understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how to manage such situations. Suggestions for issues to be discussed can be made anonymously by students posting a note in the RSE post box.

4.2.3 Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and respect themselves and others.

4.3 Objectives

4.3.1 The delivery of RSE will seek to:

- i. Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- ii. Enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- iii. Enable students to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers.
- iv. Enable students to develop the ability to form positive, non-exploitative relationships.
- v. Enable students to be aware of personal, psychological, emotional, and physical changes in themselves and others.
- vi. Enable students to understand the process of human reproduction.
- vii. Emphasise the role and value of family life in traditional and non-traditional models.
- viii. Enable students to know what is and what is not legal in matters relating to sexual activity including FGM.
- ix. Inform students of where they can go for further information and advice.

4.3.2 Through the delivery of RSE young people will be supported to:

- i. Develop respect for oneself and other people.
- ii. Learn to take responsibility for one's actions in all situations.
- iii. Develop honesty and loyalty in relationships.
- iv. Learn the importance and responsibilities of the family unit for all members.
- v. Develop sensitivity towards the needs and views of others.
- vi. Recognise the physical, emotional, and moral implications, and risks, of certain types of behaviour.
- vii. Recognise and accept the differences of others.

4.4 Curriculum

Lower School	
MIV	<p>Autumn SPGS Community - Being a Paulina - behaviour online Importance of Teamwork Introduction to Inclusion Understanding discrimination Relational Aggression Different types of family Introduction to relationships (respecting people's differences) Introduction to healthy relationships and consent</p> <p>Spring Online reputation Being Assertive with your peers & consent Social media and the law x 2 sessions Stay safe online - grooming/radicalisation Peer pressure</p> <p>Summer Unconscious bias</p>

	Relationships in the wider world Puberty and aspects of human reproduction (delivered in science)
UIV	<p>Autumn HPV Puberty (delivered weekly in small groups) Celebrating difference Responding to relational aggression Peer pressure and group think P4C</p> <p>Spring Bereavement Personal hygiene</p> <p>Summer Self-Harm - healthy/unhealthy coping mechanisms</p>
Middle School	
LV	<p>Autumn Philosophy of Friendship Empathy, sympathy, and blame Understanding identity Challenging prejudice/discrimination (Active Bystanders) Social cognition Active listening and Feedback</p> <p>Spring Family conflict Introduction to sexual health/expectations of sex Healthy intimate relationships /consent & respect/impact of porn</p> <p>Summer FGM</p>
V	<p>Autumn Respectful disagreement Diversity role models - inclusion and diversity Handling relationship breakdowns Contraception STIs Unplanned pregnancy Looking after your sexual health</p> <p>Spring Consent Moral Responsibility Importance of being an Ally Gender identity & being transgender Living with HIV</p>
VI	<p>Autumn Sexual harassment</p> <p>Spring Sexual health/Consent and sexual confidence x 2 sessions Responsibility of being a parent/successful parenting/adoption & fertility Understanding extremism and intolerance Domestic violence The importance of parenting skills and qualities for family life, the implications of young parenthood - The reasons why people choose to adopt/foster children Coercive behaviour/controlling behaviour, honour-based violence/forced marriage Marriage and the law</p>
Senior School	

VII	<p>Autumn Social Media and the law</p> <p>Spring Consent and healthy relationships Diversity</p> <p>Summer Resilience</p>
VIII	<p>Autumn Dr Eleanor Drager - looking after your sexual health Sex in your pocket talk - Dr Charlie Easmon Why inclusion matters</p>

4.5 Teaching

4.5.1 RSE is delivered as part of our timetabled Personal, Social, Health and Economic Education (PSHE) curriculum. Students have one timetabled period of PSHE each week, plus a form time for reflection. Lessons are delivered by form tutors, subject specialists, and external speakers. The lessons can be delivered to small teaching groups or whole year group depending on the topic.

4.5.2 The school understands that there will be a range of opinions regarding RSE. When teaching, the starting point is always the applicable law and presenting it in a factual way so that students are clear on their rights and responsibilities as citizens. The school aims to inform the students about the full range of perspectives so that, within the law, they are 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.

4.6 Safeguarding

4.6.1 While helping students, who want advice about personal problems, has always been part of a school's role, it is essential to understand the distinction between teaching about controversial issues such as contraception and abortion and advising students on such matters. Teachers are not health professionals and students should be encouraged to seek advice from their parents or health professionals.

4.6.2 Teachers should not promise confidentiality but can tell students where to seek confidential advice and treatment (e.g., from a G.P.) family planning or young people's advisory clinic.

4.6.3 The school acknowledges its duty to promote the safety and wellbeing of our students. In cases where the teacher has reason to believe that a student is in distress or in danger the teacher should, in the first instance, consult the Designated Safeguarding Lead (DSL) in accordance with the school's Safeguarding (Child Protection) Policy.

4.6.4 The PSHE course maintains a focus on how children should be taught about safeguarding in all its forms. Much of the curriculum contributes to students developing the skills needed to reduce the risk of harm, including online, and to recognise the signs of danger.

4.6.5 At the start of each unit, students are directed to the wellbeing pages on the student portal where they can access a range of information and advice, including people and organisations they can contact safeguarding concerns. These include the School Safeguarding team, Childline and how to make an appointment with the School Counsellors or an Independent Listener. At the end of each lesson, students are reminded of support mechanisms both within and without school relevant to the topic under discussion. Each lesson should also be prefaced with a discussion of "ground rules" in order to create a safe learning environment for students, as well as encouraging them to access further support - potentially after the lesson in the Thursday reflection sessions - if they are worried about anything.

4.6.6 Many of the sections of the PSHE course deal with safeguarding issues, especially those on Relationships and Sex Education and online safety. (The full curriculum can be found in the PSHE Department Handbook and in the Appendix to this policy.)

4.6.7 All new students in Year 7 receive a specifically focused unit on Safeguarding when they arrive in the school whose aims are

- To recognise universal rights within a relationship, including within a family, intimate relationships, and online
- To explain how, when, where and why to report abuse and to access appropriate support
- To consider obstacles to disclosing concerns and accessing support and working to overcome these.

5. Entitlement and Equality of Opportunity

5.1 In line with the Equality Act 2010, schools must not discriminate against students because of their age, sex, race, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. Schools must also make alleviate disadvantage and be mindful at all times of the SEND Code of Practice.

5.2 Classroom practice and pedagogy should take into account students' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all students to access the learning. Schools should be ready to take positive action where it can be shown that some students are being disadvantaged because of a protected characteristic such as LGBTQ+ rights.

5.3 The School draws pupils from a wide variety of religious and cultural backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, differing attitudes.

5.4 PSHE is a "live" subject and so schools should respond swiftly, and proportionately as new issues arise. For example, Everyone's Invited gave us the opportunity to take positive action, enabling the school's culture around misogynistic behaviour and sexual abuse in society to be strengthened and students be given the chance to extend our community, via working with St Paul's School, where such behaviour will never be tolerated.

5.5 Full PSHE education provision should be accessible to every student, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

5.6 Quality teaching and personalised and differentiated lessons will be the foundation of accessibility. High quality resources and the guidance of the SEND Department with regard to SEND students will ensure that the PSHE provision is high quality and accessible to all. SEND students will never be withdrawn from PSHE lessons to catch up on other subjects. The school believes that personal, social, and cultural development is as important as any other subject to students.

5.7 The pastoral staff will also advise on particularly vulnerable students when confronting potentially sensitive PSHE content.

5.8 LGBTQ+ teaching will be integrated into all relevant parts of the broader PSHE and RSE curriculum. All students should understand the importance of respecting difference and the school will ensure that teaching of LGBT issues is sensitive and age appropriate.

6. Intended Outcomes

6.1 As a result of our PSHE curriculum, students will be able to demonstrate that they:

- Understand, recognise, and promote their emotional and physical wellbeing
- Are actively engaged in learning, rather than passively receiving information, and are able to use their critical thinking skills to make informed decisions. They also need to understand the consequences of their decision-making on others.
- Understand and can engage with issues which are appropriate to them at all stages of their development
- Can support others as they grow and develop
- Can explore and debate complex moral and ethical issues
- Can investigate and discuss sensitive moral and cultural dilemmas, stigma, or embarrassments without fear of judgement, stigma, or embarrassment
- Are developing the characteristics and qualities needed to thrive as independently thoughtful individuals, as members of St Paul's Girls' School, of their families and of wider society

- Can make decisions based on mutual respect of others and their differences. They should not display prejudice such as racism, sexism and gender bias and be able to react flexibly and sensitively in different situations
- Are politically aware, respect their social and political environments, are becoming enlightened citizens and able to make a contribution to society both now and in the future.
- Stay safe, both on and offline, to avoid exploitation and abuse, and act responsibly to protect themselves and others
- Be alert to the dangers of radicalisation and extremism so to avoid being drawn into them, in accordance with the Prevent duty guidance

7. The teaching and learning of PSHE

7.1 Principles and Methodology

7.1.1 PSHE education needs to consider students' starting points as all students will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education should start by determining students' prior knowledge. This will be achieved via regular student feedback and reflection.

7.1.2. Research shows 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 even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important for all students. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that students are reassured that the majority of young people actually make positive, healthy lifestyle choices.

7.1.3 It is important that students can make the connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE. We will seek to highlight and overlap with other parts of the curriculum in our PSHE lessons, as well as reflecting events in the wider world.

7.2 Planning and Timetabling

7.2.1 PSHE is taught via a weekly lesson on Wednesday to all members of the school, followed by a reflection lesson during form time on Thursdays. This gives students the opportunity to discuss sensitive and controversial topics further with their tutors.

7.2.2 The majority of the curriculum is taught via specialist lessons, complemented by the mandatory curriculum in Biology, It and Philosophy and Theology, for example. The Head of PSHE liaises with the relevant Heads of Department to ensure clarity of provision and that learning is being complemented across all year groups and subjects.

7.2.3 PSHE lessons are supplemented and extended via a variety of other methods including assemblies, workshops, talks by external experts and "off timetable" days based on a single topic such as sexual health or consent.

7.2.4 Please see Appendix 1 for curriculum overview (Years 7 - 13, 2022 - 2023)

7.3 Assemblies

Assemblies may be linked to the PSHE at appropriate times of the year in a student's development. These can reflect national events such Black History Month, Mental Health awareness, election issues, etc or can be delivered by older students, or by the local Safer Schools Officer who talks annually to Years 7 and 8 on the subject of safety when moving around the city.

7.4 Teaching and Staff Training

7.4.1 The Head of PSHE is responsible for the overall PSHE curriculum. They are supported by an Assistant Head of PSHE and the Head of Year 12. The Head of PSHE approves all the materials used, creates resources, and offers help and guidance on how to deliver the curriculum, as well as offering the chance to discuss and reflect on good practice.

7.4.2 The Heads of Year further support the Head of PSHE by guiding their tutors at a weekly meeting on how best to promote PSHE effectively and to anticipate any sensitive areas beforehand.

7.4.3 CPD training is on offer for all staff, either internally by members of staff or via external providers.

7.5 External Speakers

External speakers are a vital part of the successful delivery of our PSHE provision. They enrich our students' learning via their expertise. External speakers are briefed in advance by the Head of PSHE, to discuss learning outcomes and objectives are fulfilled. Members of the St Paul's staff will always be present at these sessions to ensure that learning is safe and appropriate. Where an external speaker is new to the school, testimonials will be sought from other schools. All visiting speakers are to be registered on the School's Visiting Speaker Approval Register and approved by the Director of Pastoral Care.

7.6 Assessment

Assessment in PSHE is not about passing or failing but it is nevertheless vital that students and teachers understand what has been learned and how development and progress have been made. It is imperative that all PSHE content has clear aims and objectives which all students understand. Whilst there is a natural element of indirect and informal assessment in PSHE via discussion and debate and our weekly reflection sessions, more formal modes of assessment are also in place to inform future planning and more effective learning opportunities for students. For example, we have on-line feedback forms at the end of major topics for students and formalised observations of PSHE lessons for staff. Students keep a reflective journal in their PSHE class notebook which they add to on a weekly or topic basis. Student workbooks have also been introduced for certain subjects such as Personal and Online safety for the MIVs and the RSE lessons in the V. Tutors are responsible for providing feedback to students on their workbooks/reflective journals and ensuring that all students are making progress and have a good understanding of the topics covered. Tutors are encouraged to comment on students' progress in PSHE as part of their written reports and in discussion with parents/carers at Parents' Evenings.

8. Spiritual, Moral, Social, Cultural (SMSC) aspects

8.1 PSHE plays an important role in the spiritual, moral, social, and cultural development of our students and we aim to develop the following areas

- Self-knowledge, self-confidence and self-esteem via small group lessons, conferences, workshops, and seminar-style sessions
- An awareness of what it means to be part of a society, collective responsibility, democracy, and all forms of government
- Exploring issues of morality, the rule of law and distinguishing right from wrong
- An appreciation of their own and other cultures and the ability to stand up against racism, homophobia, disability etc
- Encouraging respect for others and a particular regard for Section 4 of the Equality Act 2010 and the protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, sexual orientation

8.2 Development of SMSC takes place in a number of different areas in the school and is not limited to the PSHE curriculum. For example: the High Mistress's assemblies; whole school and year group assemblies; visiting speakers to the Senior School lecture programme; classroom teaching and classroom discussions; academic society talks; the Diversity calendar and associated events, such as Black History Month, Faith celebrations, Pride and charity events; participation in partnerships, particularly the West London Partnership and Remake; and student led societies such as African Caribbean Society, Jewish Society, Spectrum etc.

9. Promoting Fundamental British Values

9.1 Since September 2014, schools have been required to promote, actively, some British values. The Prevent strategy in 2011 originated the concept of "fundamental British values" and it was introduced into the Independent Schools Standards in 2013. Further amendments were made to the Standards in 2014 and advice from November 2014 have now been added to support these changes. The four key values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Respect for those with different faiths and beliefs

9.2 We reinforce these values through the PSHE curriculum and through dedicated days such as those based on Diversity and Equality, Culture Day and the Senior School modules on citizenship, democracy, and the law.

10. Monitoring the Effectiveness of PSHE

10.1 Students have the opportunity to give feedback at the end of every topic and on visiting speakers and conferences. This data is reviewed annually by the PSHE team. The Senior School team complete a separate review of PSHE in the Senior School.

10.2 The Head of PSHE, Director of Pastoral Care, Heads of Year and the Director of Diversity and Inclusion all observe classes to ensure that high standards are being met and maintained. Observation of PSHE is also part of the school's PDR process and student involvement in PSHE should also be mentioned in their reports.

10.3 Student feedback in terms of quality and quantity of PSHE lessons will also be sought via the School Council, Thursday reflection sessions, consultations with the Pastoral Team such as the School Nurses, Chaplain, and Counsellors. The student PSHE Ambassadors (approx. 30 students from all year groups) provide regular feedback on the effectiveness of PSHE lessons and are a valuable resource in gaining student input.

10.4 Other school policies also support and complement the delivery of the PSHE curriculum such as Child Protection (Safeguarding), Behaviour, Diversity and Inclusion, Substance Mismanagement, Acceptable Use and Online Safety.

11. Responsibilities

11.1 The PSHE Coordinator has responsibility for the content of the PSHE curriculum, including RSE. They liaise with the Director of Pastoral Care, the Director of the Senior School and the Heads of Section and the Director of Inclusion to ensure the programme offers continuity and addresses the needs of each year group.

11.2 The Director of Pastoral Care has oversight of the PSHE curriculum.

Availability of this policy

A copy of this policy may be downloaded from our website <http://www.spgs.org/school-policies> or is available on request from the school office, St Paul's Girls' School, Brook Green, London, W6 7BS (tel: 020 7603 2288). This policy can be made available in large print or other accessible format if required.

Appendix 1

PSHE Plan 2022-23

Date	UV (S)	UV (S)	UV (L)	V (S)	VI (R)	VI (R)	VI (S)
Summer Holiday							
07 September 2022	Digital literacy morning - Teams/one-to-one	Kindness in person/online	AD/ADHD policy update - discuss with tutors	Anti-racism video and discussion	Anti-racism - responsibility including agency effectiveness	Hardship session in GB led by GA Tutors to attend	HEC Cluster
14 September 2022	ASL - discuss with tutors follow up next day and sign policy	Anti-racism	Managing anxiety	Respectful disagreement/challenge by Matt Kneale	Anti-racism (1/2) and peer support	1 to 1	Deborah Ruffin - Singing Hall Academic Integrity
21 September 2022	SPGS Community - Bring a Paula - behaviour online/indirect in our community	Responding to cyber - cyber bullying	AS tracking	AS tracking	Anti-racism (1/2) and peer support	Emily Tronczak - Singing Hall	
28 September 2022	Self-harm - online resources shared	Social interaction in person and online - FGM followed by tutors	Philosophy of Friendship	AS to bring in the class - 100 year anniversary	Session with tutor fresh CV /cover letter	Tone management - tutor led	HEC Cluster
05 October 2022	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking
12 October 2022	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking	AS tracking
02 November 2022	Introduction to Feminism by Cat	Celebrating difference	Health, spirituality and blame	Introduction to FGM cases by Emma de Zeeuw	Leadership	Jess Tipton Running a society, taking minutes	Life beyond the Binary Singing Hall
09 November 2022	Understanding Allergies - Clare	Understanding Allergies - Clare	Understanding Allergies - Clare	Understanding Allergies - Clare	Understanding Allergies - Clare	MNV party invitations	Dr Eleanor Draper Sexual health
16 November 2022	Introduction to Inclusion - by Cass	Perfectionism	First Aid x 4 sessions / booked team training	AS 200 (200) online, team, 2000 (2000)	Sustainability - climate anxiety to action	Holly Powell Jones Singing Hall Social media and the Law	HEC session on interviews
23 November 2022	Saving at SPGS by Fred	Responding to relational aggression	Responding to relational aggression	AS 200 (200) online, team, 2000 (2000)	A Level choices with Senior School Garden Building & T-Block	Zoe Shuttleworth It happens...	VI into VII discussions
30 November 2022	SAFETY - digital citizenship talk by Giles	Responding to relational aggression	Responding to relational aggression	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	1 to 1	1 to 1
07 December 2022	Organisation skills	Respecting differences	Understanding identity	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Orion Brand Singing Hall	Tutor Knox Fun
14 December 2022	FREE	FREE	FREE	FREE	FREE	FREE	FREE
Christmas Holiday							
11 January 2023	Self DEFENCE - Sports Hall	Peer pressure and group think /online pressure	Leadership	AS 200 (200) online, team, 2000 (2000)	Internal exams	Amber Barrow Consent and Respect	Extra Hardly Singing Hall Preparing for life away from home/ pornography?
18 January 2023	unconscious bias	Mental health	GCSE Options discussion with V in the classrooms around the Gal	GCSE Options discussion with V in the classrooms around the Gal	Self DEFENCE - Sports Hall	Jess Tipton Ethical Banking	Extra Hardly Singing Hall Preparing for life away from home/ pornography?
25 January 2023	Healthy Mind? Mental health	Healthy Mind? Mental health	Active Listening	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	HEC Cluster - HE launch	1 to 1
01 February 2023	What do we mean by GB talk by Cass	Self DEFENCE - Sports Hall	Peer attacks and anxiety - by Cass	Moral Responsibility	AS 200 (200) online, team, 2000 (2000)	DB Group sheet	1 to 1
08 February 2023	Being Assertive with your peers	Thinking styles	Self DEFENCE - Sports Hall	Consent talk by Cass 2/6	AS 200 (200) online, team, 2000 (2000)	Gilly Abbott - Singing Hall	HEC Cluster
Half Term							
22 February 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Core Garden building Diversity & Inclusion in school	MOCK EXAMS
01 March 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	1 to 1	Careers session
08 March 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	HEC Cluster	1 to 1
15 March 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Forced Marriage - Garden building	HE assembly via Student finance and university choices
22 March 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Isa van Tricht Singing Hall	Kathryn A Transition to university
29 March 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Consent and healthy sexual relationships	Transition to university
05 April 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Deborah Ruffin Garden building Academic Integrity	Tutor led revision / exams
12 April 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	VI talk to VI UCAS/US applications - Lessons learnt (SAS)	
19 April 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Andrew Mills - personal finance theory	Positive transition - tutor led
26 April 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Andrew Mills - final out finance	Tutor Fun
03 May 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	EXAMS	EXAMS
10 May 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	EXAMS	EXAMS
17 May 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	EXAMS	EXAMS
24 May 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	EXAMS	EXAMS
31 May 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	EXAMS	EXAMS
07 June 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Deborah Ruffin Academic Integrity	Exam review
14 June 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	John Perry - Resilience Singing Hall	
21 June 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Mental Health First Aid	
28 June 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Tutor Fun	
05 July 2023	Self DEFENCE - Sports Hall	Healthy sleep habits	Family conflict vs	AS 200 (200) online, team, 2000 (2000)	AS 200 (200) online, team, 2000 (2000)	Tutor Fun	
Summer Holiday							

- Delivered by tutors
- Internal year group talk by SPGS staff
- Leadership sessions
- To be completed
- Calendar event
- Self-reflection (off timetable)
- Could replace ?
- SAFETY