

# 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.*

Action	Policy to be reviewed as required and at least biennially		
	Owner	Date	Completed
Review	Director of Pastoral Care	September 2023	✓
Approved	Education Committee	10 October 2023	✓
Next Review		Autumn term 2025	

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
- To 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.
- To help students in the development of healthy relationships.

#### **2.2 Legal framework**

- Keeping Children Safe in Education 2023
- 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
- School Values
- Equal Opportunities Policy

#### **2.4 Appendices**

Appendix 1 – PSHE Plan

### **3. Content of policy**

1. Introduction
2. Scope of the policy
3. PSHE and Safeguarding
4. Relationships and Sex Education (RSE)
5. Entitlement and Equality of Opportunity
6. Intended Outcomes
7. The Teaching and Learning of PSHE
8. Spiritual, Moral, Social, Cultural (SMSC) Aspects Promoting Fundamental British Values
9. Monitoring the Effectiveness of PSHE
10. Responsibilities

## **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 and the school Values.

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. The school's Values also feed into, and run alongside, this policy and its aims.

## **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 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 co-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, cultural and economic backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, differing attitudes.

2.8 All the above are also emphasised in the School's Values.

### **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 Safeguarding (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 their 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 Relationships and Sex Education (RSE) 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><b>Autumn</b></p> <p>Digital literacy</p> <p>SPGS Community - Being a Paulina - behaviour online</p> <p>Safety online and in person</p> <p>Safeguarding</p> <p>Travel safety</p> <p>Diversity and Inclusion</p> <p>Allergies</p> <p>Serving and community</p> <p>Organisational skills</p> <p>Digital footprints</p> <p>Friendship issues</p> <p>My influences</p> <p>Peer pressure and belonging</p> <p><b>Spring</b></p> <p>Being Assertive with your peers &amp; consent</p> <p>Social media and the law x 2 sessions</p> <p>Bullying</p> <p>Unconscious bias</p>

	<p>Living with a disability Introduction to careers Healthy mind environmental focus Respecting differences</p> <p><b>Summer</b> Alcohol and drugs Peer pressure Careers speaker Leadership Introduction to politics Personal hygiene Different types of family Human rights Grooming/radicalisation Puberty and aspects of human reproduction (tutor group sessions)</p>
UIV	<p><b>Autumn</b> Social media and relationships Leadership HPV Being in control of social media Being in control of relationships Managing coercion and control in relationships Celebrating difference Anti racism Perfectionism Responding to relational aggression SPEAC tour of the school Body Image Digital dependency</p> <p><b>Spring</b> Healthy sleep habits Mental health and illness Mental health and media manipulation Dealing with loss and bereavement Careers Veganism Active Bystander Neurodiversity Revision strategies</p> <p><b>Summer</b> Careers Committed relationships Parenting and adoption Fertility and menopause Nutrition Political parties in the UK Welfare state and unemployment Financial literacy</p>
<b>Middle School</b>	
LV	<p><b>Autumn</b> Organisation and time management Managing a budget Diversity role models Equality Understanding difference Power of positive language Eco anxiety Online Safety, sexting &amp; porn</p>

	<p>Consent First Aid Relationships Self defence</p> <p><b>Spring</b> GCSE discussions with tutor and V x2 Sexual health and consent Panic attacks and anxiety Healthy intimate relationships Influence of alcohol/porn in relationships Careers Presentation skills Power in relationships Assertiveness Discrimination</p> <p><b>Summer</b> Take your daughters to work day Drugs and the law x 2 Drug addiction talk Smoking and vaping Human rights Public v private sector FGM</p>
V	<p><b>Autumn</b> Liberty &amp; safety Respectful disagreement How social media affects me Coping – singing in the rain Just like us talk Building a positive online reputation/online risks Handling relationship breakdowns Contraception STIs Unplanned pregnancy Looking after your sexual health Consent</p> <p><b>Spring</b> Consent and Respect committee Living with HIV Healthy eating and disordered eating Breast cancer awareness Gangs – managing risk Relationship breakdowns Everyone’s invited talk</p> <p><b>Summer</b> Introduction to democracy and capitalism Drugs Revision planning SPEAC talk Domestic abuse/coercive and controlling behaviour Careers conference Coping strategies Gender diversity and sexuality</p>
VI	<p><b>Autumn</b> Careers and work experience talk CVs and cover letter x 3 A Level discussion with the VIII</p>

	<p>Career speaker Revision techniques Leadership SPEAC ESafety</p> <p><b>Spring</b> Sexual health/Consent and sexual confidence x 5 sessions (teaching sets) Crime and victims Sexual harassment Volunteering and service Revision planning</p>
<b>Senior School</b>	
VII	<p><b>Autumn</b> Transition to the senior school (study skills, time management, relationships and running of societies) Consent and Respect (Isla van Tricht) Rape culture (Amber Barrow) Sexual health reminders (Esta Hardy) Active bystander training (ACS) Diversity and inclusion in school (D&amp;I committee)</p> <p><b>Spring</b> Brainwaves mental health research project (University of Oxford) (six week programme) Introduction to the Higher Education Programme including apprenticeships</p> <p><b>Summer</b> Drugs (It Happens Zoe Shuttleworth) Social media and the law (Holly Powell Jones) Online footprint Academic Integrity (Dr Rafalin City of London university) Personal finance and literacy</p>
VIII	<p><b>Autumn</b> Higher education programme What do I want to do when I am older Pornography (Esta Hardy) Public sexual harassment (Our Streets Now) Diversity and inclusion in school (D&amp;I committee) Normalising bodies Choice, fertility and families (It Happens Saskia Boujo)</p> <p><b>Spring</b> Revision strategies The dilemmas game Gambling Alcohol Personal safety while travelling Student finance Transition to university</p> <p><b>Summer</b> Positive transition from school</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. From September 2023,



we will be trialling the Jigsaw PSHE programme for the Lower School, alongside retaining some of our own material and visiting speakers. It will be reviewed during summer term, 2024.

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. 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, cultural and economic 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. Where relevant, lessons are followed up with, and extended by, work sheets and written reflection. 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 as 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 and dedicated Lead PSHE tutors for each year group. 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 and Lead PSHE Tutors 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, through reference to the School's Values 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 on visiting speakers and conferences in Thursday reflection sessions, following the Wednesday PSHE lesson. 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, the School's Values.

## **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. The lead PSHE tutors work with the PSHE Coordinator and the Heads of Year to ensure consistency of delivery among the tutor teams.

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

<b>PSHE Summary 2023-24</b>						
Date	MIV (LS) Charlotte	UV (SD) Jo	LV (JRO) Sasha	V (CH) Phoebe	VI (CH) Gabbi	Workshops
Summer Holiday						
06 September 2023	Digital literacy morning - Teams/one note/email Tutor rooms	Social media and relationships with self - JIGSAW Tutor rooms	Organisation/Time Management Tutor rooms	Liberty & safety - JIGSAW Tutor rooms	Employability talk with Claire Theatre	VI - Careers / mock interviews
13 September 2023	AUP - discuss with tutors Tutor rooms	Being in control of Social Media - JIGSAW Tutor rooms	Managing money Tutor rooms	Respectful disagreement with Matt Theatre	CV and Cover letter prep half year group with Claire Sports Hall need chairs	
20 September 2023	Med police online safety talk Great Hall	Being in control of my relationships - JIGSAW Tutor rooms	Diversity role models talk Theatre	How social media affects me - JIGSAW Tutor rooms	CV and Cover letter prep half year group with Claire Sports Hall need chairs	
27 September 2023	Safeguarding talk Lizzie and Coco Great Hall	Introduction to HPV - Esta Hardy booked 28/9 Theatre	Equality - JIGSAW Tutor rooms	Self care talk Singing Hall	CVs and cover letters Tutor rooms	
04 October 2023	Road Safety - SAME academy Great Hall	Being in control of my relationships - JIGSAW Tutor rooms	Understanding difference - JIGSAW Tutor rooms	Just like Us talk Singing hall	A Level discussion with VIII Tutor rooms	mock interviews p1 - 8/check the U16A netball tournament as some students out
11 October 2023	SPGS Community - Being a Paulina - behaviour online/kindness in our community Great Hall	Managing control and coercion in relationships - JIGSAW Tutor rooms	Power of positive language - JIGSAW Tutor rooms	Online risks - Jigsaw Tutor rooms	Future World of Work Talk Singing hall	
Half Term						
01 November 2023	Introduction to diversity & Inclusion Coco Great Hall	Celebrating difference JIGSAW Tutor rooms	Sustainability - Eco anxiety Tutor rooms	Introduction to RSE cycle by Esther Singing hall	Leadership with tutors - Resources prepared by Helen and Clare Tutor rooms	V - RSE
08 November 2023	Allergies talk by Clare Great Hall	Anti racism video Great Hall	Porn is it real - JIGSAW Tutor rooms	RSE 1/4 Tutor rooms	Revision techniques talk with Hannah Singing hall	
15 November 2023	Serving at SPGS Fred booked 7/7 Great Hall	Perfectionism Tutor rooms	Talk consent Sports Hall/maybe Pavilion?	RSE 2/4 Tutor rooms	SPEAC Webinar	V u - P3 with Esther Hardy
22 November 2023	Organisation skills with LS department Sports Hall	Responding to relational aggression Tutor rooms	First Aid x 4 sessions Dance studio?	RSE STI's talk Singing hall	A level choice discussion with tutors Tutor rooms	V v - P3 with Esther Hardy
29 November 2023	ESAFETY - digital footprints talk by Giles Great Hall	SPEAC tour Tour	Power in relationships - JIGSAW Tutor rooms	RSE 3/4 Tutor rooms	Anti-racism Tutor rooms	V w - P3 with Esther Hardy
06 December 2023	Who am I - JIGSAW Tutor rooms	Body image talk Singing hall	Self defence - half year group Sports hall	RSE 4/4 Tutor rooms	ESAFETY talk with Giles year group talk Great Hall	V x - P3 with Esther Hardy
13 December 2023	Friendship issues Singing hall	Digital dependency talk Singing hall	Self defence - half year group Sports hall	FREE Singing hall	FREE Singing hall	V y - P3 with Esther Hardy
Christmas Holiday						
10 January 2024	Consequences of online behaviour - JIGSAW Tutor rooms	healthy sleep habits - <a href="https://jigsawpshe.onlinematerials/pshe-secondary/ages-13-14/changing-me/">https://jigsawpshe.onlinematerials/pshe-secondary/ages-13-14/changing-me/</a> Tutor rooms	1 to 1 with tutors re GCSE options Tutor rooms	Living with HIV talk Theatre	MOCKS Tutor rooms	LV - First Aid
17 January 2024	Social media and the law part 1 Theatre	Mental health & illness - JIGSAW Tutor rooms	GCSE Options discussion with V in the Classrooms around GH Great Hall	GCSE Options discussion with LV Great Hall	MOCKS Tutor rooms	
24 January 2024	Social media and the law part 2 Great Hall	Mental health & media manipulation - JIGSAW Tutor rooms	Introduction to sexual health/Consent/Respect with Esta Hardy Theatre	Careers Sports Hall	ACTIVITIES DAY Tutor rooms	
31 January 2024	My influences - JIGSAW Tutor rooms	Dealing with difficulties including bereavement Singing hall	Panic attacks and anxiety with Lizzie Theatre	CAR session with SPS Tutor rooms	Sexual health and sexual confidence Ind. period health x 5 sessions with Esther Tutor room	VI u P3 Esther Hardy
07 February 2024	Bullying - JIGSAW Tutor rooms	Careers Tutor rooms	Discrimination - JIGSAW Tutor rooms	Healthy Eating (using foodcards) Theatre	Sexual health and sexual confidence Ind. period health x 5 sessions with Esther Tutor rooms	VI v - P3 with Esther Hardy
Half Term						
21 February 2024	Disability speaker Theatre	Veganism talk by Tom F Sports Hall	Assertiveness - JIGSAW Tutor rooms	Breast cancer awareness talk? JXM and AD? Singing hall	Sexual health and sexual confidence Ind. period health x 5 sessions with Esther Tutor room	VI w - P3 with Esther Hardy
28 February 2024	Introduction to careers Great Hall	Active bystander training Singing hall & workshop	Presentation skills Tutor rooms	Gangs - managing risk and staying safe - JIGSAW Tutor rooms	Sexual health and sexual confidence Ind. period health x 5 sessions with Esther Tutor rooms	VI x P3 - with Esther Hardy VI - Everyone's Invited

					Esther Hardy - Sexual health and sexual confidence incl. period health x 5 sessions	Miy P3 - with Esther Hardy
06 March 2024	MIVs setting up fair	Neurodiversity with Hannah	Careers	Relationship breakdown with David		
	Great Hall	Sports Hall	??	Singing Hall	Tutor rooms	UIV - Active Bystander
13 March 2024	Mental health - environmental focus	Revision strategies talk	Relationships - what makes a good relationships/influence of alcohol and sexual experience with Esther Hardy	Report reading with tutor	Crime and Victims Research methods talk	
	Tutor rooms	Great Hall	Theatre	Tutor rooms	Singing hall	
		Self Harm - healthy/unhealthy coping mechanisms with Lizzie	Healthy intimate relationships /impact of porn with Esther Hardy	Everyone's invited Sexual violence talk	Sexual Harassment talk with Coco emailed 7/7	
20 March 2024	Respecting differences - JIGSAW	Great Hall	Sports Hall	Pavilion	Singing Hall	
	Tutor rooms					
Easter Holiday						
17 April 2024	Alcohol and drugs and risk taking	Careers	Take your daughter to work day LVs out	Introduction to Democracy/Capitalism with Nick	Volunteering/Service Learning with Fred	MIV - Digital Safety
	Singing Hall	Pavilion		Theatre	sports hall	
24 April 2024	Peer pressure and belonging - JIGSAW	Committed relationship/Marriage with Esta Hardy	Drugs and the Law - Bob Tat emailed 3/7	Drugs talk	Revision time	MIV - RSE (puberty in Science)
	Tutor rooms	Theatre	Sports Hall	Singing Hall		
		Parenting adoption & fostering with Esta Hardy	Alcohol and the Law 3/7 Bob Tat emailed 3/7	Revision planning with tutors - JIGSAW	Exams Start	
01 May 2024	Careers speaker - CA to organise	Theatre	Singing Hall	Tutor rooms		
	Great Hall					
08 May 2024	Leadership	Fertility/menopause - with Esta Hardy	Drugs talk - emailed 7/7 Sabina Osborne Gray	SPEAC students to visit tutor groups		
	Tutor rooms	Theatre	Singing Hall	Tutor rooms		
15 May 2024	Introduction to Politics in UK by Lucy	Nutrition	Smoking/Vaping talk Mira Osabini booked 7/7	Exam Week		
	Great Hall	Theatre	Singing Hall			
22 May 2024	Activity Week	Exam Week				
Half Term						
05 June 2024	Personal hygiene - by Clare & Esta Hardy session	Trip to Walton firs	Human rights and the UN Lucy Budden - emailed 7/7	Domestic abuse/coercive/controlling behaviour with Gilly		
	Great Hall		Theatre	Singing Hall		
12 June 2024	Different types of family & Esta Hardy	Political parties in the UK with Lucy	Public Vs. Private Sector - Andrew emailed 7/7	Changing Society: JIGSAW		
	Tutor rooms	Great Hall	Check if Shall available			
19 June 2024	News story & Esta Hardy	Interdisciplinary week	Interdisciplinary week	Coping strategies talk with Lizzie		
	Tutor rooms			Singing hall		
26 June 2024	Stay safe online - grooming/radicalisation - with Lizzie & Esta Hardy Session	Welfare state and unemployment with Nick	FGM talk by Gilly booked 12/7	Gender diversity and sexuality - JIGSAW		
	Tutor rooms	Great Hall	Singing Hall			
03 July 2024	Prejudice and discrimination - JIGSAW	Financial literacy with Andrew	FREE	FREE		
	Tutor rooms	Singing hall				
Summer Holiday						
Singing Hall not available						
Great Hall not available						
Theatre not available						
GH and Theatre not available						
GH and Shall not available						
Sports Hall not available						
External speaker year group talk						
Internal year group talk by SPG-S staff						
Leadership sessions						
To be completed						
Calendar event						
Esther Hardy teaching group sets						
Could replace ?						
ESAFETY						
Exams/Trips						
CAREERS						
SPEAC						



## Senior School PSHE

Senior School PSHE 2023 - 2024				
P4 on Wednesdays				
Date	VII		VIII	
1 September 6, 2023	H13: Time management Tutors Form Rooms		L3: HEC Cluster Kathryn Arblaster & HECs Form Rooms	
2 September 13, 2023	H1: VII Study skills Sarah Bell Garden Building		L1 - L2: What do I really want to achieve? Tutors Form Rooms	
3 September 20, 2023	H1: VII Study skills follow up Tutors Garden Building		L1 - L2: What can I do when I grow up? Tutors Form Rooms	
4 September 27, 2023	L1: Society - chairing and taking minutes Fred Hitchcock Garden Building		L3: HEC Cluster Kathryn Arblaster & HECs Form Rooms	
5 October 4, 2023	R4, R6 & R8: Changing relationships Tutors Form Rooms		R6, R7 & R11: Pornography 1 Esta Hardy Garden Building	
6 October 11, 2023	R4, R6 & R8: Relationships with friends Tutors Form Rooms		R6, R7 & R11: Pornography 2 Esta Hardy Garden Building	
HALF TERM				
7 November 1, 2023	R12 & R13: Consent and sexual relationships Isla van Tricht Singing Hall		R19 - R20 & R22 -R23: Public Sexual Harrasment Our Streets Now Form Rooms	
8 November 8, 2023	R5, R6, R11 - R13: Consent and Respect Amber Barrow Garden Building		R19 - R20 & R22 -R23: Public Sexual Harrasment (follow up) Tutors Form Rooms	
9 November 15, 2023	R5, R6, R11 - R13: Consent and Respect 2 Tutors Form Rooms		L5 & L6: HEC session on interviews Kathryn Arblaster & HECs Form Rooms	
10 November 22, 2023	R15, R16 & R17: Sexual health (STIs) Esta Hardy Garden Building		R1, R2 & R3: D&I group slot: Tutors Form Rooms	
11 November 29, 2023	R23 & R25: Active bystander training ACS Singing Hall		H2 & H3: Normalising bodies Rosie Orchard Interactive Webinar/Garden Building?	



12	December 6, 2023	R1, R2 & R3: D&I group slot: Tutors Form Rooms	H18, H19, H20: Choice Fertility and Families Saskia Boujo (It happens) Garden Building
13	December 13, 2023	H6: 1 to 1 Tutors Form Rooms	H6: 1 to 1 Tutors Form Rooms
CHRISTMAS HOLIDAYS			
14	January 10, 2024	H4 - H7: Brainwaves Lesson 1 Tutors Form Rooms	L1: Revision strategies Sarah Bell Garden Building
15	January 17, 2024	H4 - H7: Brainwaves Lesson 2 Tutors Form Rooms	L1: Revision strategies - follow up Tutors Form Rooms
16	January 24, 2024	L2: HEC Cluster - HE launch Kathryn Arblaster & HECs Form Rooms	H1, H4 and H14: The Dilemmas Game Tutors Form Rooms
17	January 31, 2024	H4 - H7: Brainwaves Lesson 3 Tutors Form Rooms	H14: Gambling Epic Risk Management (TBC) Garden Building
18	February 7, 2024	H4 - H7: Brainwaves Lesson 4 Tutors Form Rooms	H21 - H24: Alcohol TBC Garden Building
HALF TERM			
19	February 21, 2024	H4 - H7: Brainwaves Lesson 5 Tutors Form Rooms	MOCK EXAMS
20	February 28, 2024	H4 - H7: Brainwaves Lesson 6 Tutors Form Rooms	H6: 1 to 1 Tutors Form Rooms
21	March 6, 2024	L3: HEC Cluster Kathryn Arblaster & HECs Form Rooms	H16: Personal safety while travelling Karen Caldwell/Gilly Abbott Garden Building
22	March 13, 2024	L3: An introduction to Apprenticeships Claire Ashley Garden Building	L13, L17: Student finance and uni choices Kathryn Arblaster Online zoom
23	March 20, 2024	H6: 1 to 1 Tutors Form Rooms	H1, H10 & H11: Transition to university Kathryn Arblaster and Head of VIII Garden Building
EASTER HOLIDAYS			
24	April 17, 2023	L2 & L3: VIII talk to VII UCAS/US applications - Lessons learnt Kathryn Arblaster & Tutors Garden Building Classrooms	
25	April 24, 2023	H21 & H22: Drugs It happens... Zoe Shuttleworth (Interactive webinar)	H6: 1 to 1 Tutors Form Rooms
26	May 1, 2023	L20 - L25: Social media and the Law Holly Powell-Jones Garden Building	H1: Positive Transition Tutors Form Rooms
27	May 8, 2023	L20 - L23 & R5: Online footprint Reflection on digital habits Garden Building	R4: Tutor fun Tutors Form Rooms
28	May 15, 2023	EXAMS	EXAMS
29	May 22, 2023	EXAMS	EXAMS

HALF TERM				
30	June 5, 2023	VII HE Day	EXAMS	
31	June 12, 2023	L1: Academic Integrity Deborah Rafalin Singing Hall	EXAMS	
32	June 19, 2023	H1: Exam review (1:1) Tutors Form Rooms	EXAMS	
33	June 26, 2023	L13 - L19: Personal Finance Theory Andrew Mills Garden Building	EXAMS	
34	July 3, 2023	L13 - L19: Find Out Finance Andrew Mills Garden Building	EXAMS	
	Health and Wellbeing (H)			
	Relationships (R)			
	Living in the Wider World (L)			