



SEDBERGH SCHOOL

PSHE Policy	
Version	2021.2
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Policy Owner	Deputy Head (Academic)
Review by	September 2022
Governor	Dr Emma Waring
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Circulation	Teaching staff Parents by request
Publication	Sedbergh School Website

Policy Context and Rationale

This policy covers Sedbergh School's approach to PSHE (Personal, Social, Health and Economic) education. It also references Sedbergh School's Relationship and Sex Education (RSE) Policy. It was produced by the Deputy Head (Academic), through consultation with Heads of Year and the Senior Management Team.

PSHE at Sedbergh School was reviewed and renewed in detail in 2019, and this policy reflects the increased focus we have put on PSHE at Sedbergh.

We are required to teach RSE as part of the revised Department for Education statutory guidance. Documents that inform the school's PSHE and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Draft Statutory Guidance (2019)

Parents and carers will be informed about the policy through yearly communication from the Headmaster. The policy is available to parents and carers through the Sedbergh School website. If you require this policy in any other format, please contact hm@sedberghschool.org.

Policy Aims and Objectives

This policy is informed by Sedbergh’s mission statement, which is to nurture each Sedberghian so that they realise their full potential in a unique and rigorous environment of excellence, characterized by committed endeavour, moral purpose and integrity of contribution.

Creating a safe and supportive learning environment

Because PSHE education works within pupils’ real life experiences, it is essential to establish a safe learning environment.

PSHE is predominantly delivered by tutors in small groups in single year group and single gender groups (as dictated by the tutoring structure at Sedbergh). This enables clear ground rules to be established to ensure a safe learning environment. Occasionally, where appropriate, whole year groups, or the whole school may be involved in the delivery of particular topics, and, again, these are designed to ensure a safe learning environment, delivered by experts in their field.

In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or ‘at risk’. There are clear links here with the school’s safeguarding / child protection policy, and all staff therefore have the clarity about what is required in such circumstances.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by taking these differences into account, and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others’ needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all.

Full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Relationships and Sex Education not within the national curriculum science programmes of study.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs through working closely with the Learning Support department where necessary.

Intended Outcomes

Our PSHE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To develop pupils’ recognition of the importance of British values with regard to democracy, the rule of law and tolerance ;
- To develop each pupil’s ability to economic wellbeing;

- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School.

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills.

This policy ensures they will receive a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Teaching and Learning

Principles and Methodology

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

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 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 they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make 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 education.

Planning and Timetabling

PSHE at Sedbergh School builds on the programme of study at Casterton, Sedbergh Prep School, but it also is planned so that pupils from a range of backgrounds have a good grounding of all aspects of our PSHE curriculum.

At Sedbergh, PSHE is taught as a 'spiral programme'. This means we have organised learning into a series of recurring themes, each lasting a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

Relationship and Sex Education is primarily taught in the Michaelmas Term in every year group. This includes age-relevant lessons involving types of relationships, sex and consent, contraception, unhealthy relationships and abuse, managing relationships and the impact of separation / divorce, bullying and harassment, sexuality and gender, unintended pregnancies, assault / rape, aggression and de-escalation, honour-based violence, female genital mutilation and forced marriage.

The Lent Term theme is “Living in the Wider World”, and develops thinking about equality and discrimination, human rights, careers advice (through our Xello online platform), skills and employability, CV writing, safer internet, social media, money and financial services, travel in the UK and abroad, and planning a Gap year.

Finally in the Summer Term, we focus on ‘Health and wellbeing’, which offers a context for developing the key concept of ‘a healthy lifestyle’ and the key skills of ‘critical reflection’, ‘decision-making’ and ‘managing risk’. The context might be healthy and balanced eating in Year 9, and body image and eating disorders in Year 10 through which the key concepts are expanded and the key transferable skills rehearsed and developed.

PSHE lessons take place every week in a half-hour lesson before Period 1 on Saturdays, taught by pupils’ tutors. Class sizes are generally small (6-14 predominantly) and are single-sex. However, some topics can be taught by combining tutor groups, so there is a mix of genders in each class. On occasions, whole year groups or the whole school may have PSHE sessions delivered by an outside speaker or organization. Our provision is further enriched by material covered in Assemblies or through sessions timetabled outside the normal PSHE periods.

Below is a summary of the topics taught in each year group throughout the academic year.

Year 9

	Lesson 1/2	Lesson 3/4	Lesson 5/6	Lesson 7/8	Lesson 9/10
Michaelmas Term	Relationships: Introduction	Relationships: Types of relationships / families	Relationships: Sex / consent / contraception	Study Skills: Exam Preparation	Relationships: Bullying and Support
Lent Term	Living in the Wider World: Equality / discrimination / stereotypes	Living in the Wider World: Human Rights	Safer Internet Day	Living in the Wider World: Careers / labour market / advice and support	Living in the Wider World: Enterprise Project Competition
Summer Term	Health & Wellbeing: Mental Health and Wellbeing	Health & Wellbeing: Physical Health / Diet	Health & Wellbeing: STIs, eating disorders, diabetes, cancer, lifestyles	Health & Wellbeing: Drugs and Smoking	

Year 10

	Lesson 1/2	Lesson 3/4	Lesson 5/6	Lesson 7/8	Lesson 9/10
Michaelmas Term	Relationships: Introduction	Relationships: Unhealthy relationships / abuse / support	Relationships: Consent / manipulation	Study Skills: Exam Preparation	Relationships: Use of contraception / abortion / fertility / alternatives
Lent Term	Living in the Wider World: Discrimination / extremism / cults	Living in the Wider World: Money / financial services	Safer Internet Day	Living in the Wider World: Safer internet follow-up / social media	Living in the Wider World: Rights & responsibilities at work / attitudes at work / confidentiality
Summer Term	Health & Wellbeing: Mental Health	Health & Wellbeing: Eating disorders / unhealthy coping strategies / self-harm	Health & Wellbeing: First Aid / Health and Safety	Health & Wellbeing: Teenage Cancer Trust	

Year 11

	Lesson 1/2	Lesson 3/4	Lesson 5/6	Lesson 7/8	Lesson 9/10
Michaelmas Term	Relationships: Managing relationships / impact of separation / divorce	Relationships: Exploitation / bullying / harassment	Relationships: Sexual attraction / sexuality / gender	Relationships: Readiness for sex / unintended pregnancy / teenage parenthood / adoption & fostering	Study Skills: Exam Preparation
Lent Term	Living in the Wider World: Strengths / interests / skills / employability	Living in the Wider World: Changing pattern of employment / work experience / CVs	Safer Internet Day	Living in the Wider World: Safer internet follow-up / social media	Study Skills: 100 hour challenge
Summer Term	Health & Wellbeing: Mental Health	Health & Wellbeing: Drugs	Health & Wellbeing: Sexual health, cosmetic procedures, pornography		

Year 12

	Lesson 1/2	Lesson 3/4	Lesson 5/6	Lesson 7/8	Lesson 9/10
Michaelmas Term	Relationships: Healthy relationships / counter-bullying	Relationships: Abuse / support / consent / assault / rape	Relationships: Practical contraception	Study Skills: EPQ launch	Relationships: Aggression / deescalating / offensive weapons / alcohol
Lent Term	Living in the Wider World: Travelling safely in the UK	Living in the Wider World: Travelling safely abroad	Safer Internet Day	Living in the Wider World: personal privacy online	Study Skills: 100 hour challenge
Summer Term		Health & Wellbeing: Healthy body / STIs / Cosmetic Surgery / body image	UCAS Launch	Health & Wellbeing: First Aid	

Year 13

	Lesson 1/2	Lesson 3/4	Lesson 5/6	Lesson 7/8	Lesson 9/10
Michaelmas Term	UCAS	Relationships: Implications of parenthood / unintended pregnancy / STIs	Relationships: Practical contraception	Relationships: Aggression / deescalating / offensive weapons / alcohol	Relationships: HBV / FGM / Forced Marriage
Lent Term	Living in the Wider World: Plan a Gap Year / Summer away	Study Skills: mock preparation	Safer Internet Day	Living in the Wider World: Being a 'critical consumer' of online information	Study Skills: 100 hour challenge
Summer Term	Health & Wellbeing: Mental Health	Health & Wellbeing: Alcohol and Drugs			

Assessment

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. These assessment objectives can be found in the schemes of work and lesson plans.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

Confidentiality and handling disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy.

More information can be found in the Safeguarding Policy.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

Links to other school policies and areas of the curriculum

This policy supports and complements the following other School policies:

- Behaviour, Rewards and Sanctions policy
- Counter Bullying Policy
- Curriculum Policy
- Drugs and Drug Testing Policy
- E-Safety Policy
- Preventing Extremism and Radicalization Policy
- Pupil Equal Opportunity Policy
- Relationships and Sex Education Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

Involving Parents and Carers

Legislation states that parents have the right to withdraw their children from aspects of Sex Education which are not part of the Science curriculum. Any requests of this nature should be addressed to the Headmaster, where a meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent / carer request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

The Curriculum – Policy Action Points

UNDERTAKING	BY WHOM
<ul style="list-style-type: none"> Review this policy on annual basis, including a pupil survey and evaluation to inform planning 	Deputy Head (Academic)
<ul style="list-style-type: none"> Production of relevant and up-to-date resources based on the PSHE Programme of Study 	Heads of Years
<ul style="list-style-type: none"> Delivery of PSHE programme 	All tutors