

A8 PSHEE Policy

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Introduction

Personal, Social, Health and Economic Education (PSHEE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. At The Purcell School we recognise that PSHEE has an impact on both academic and non-academic outcomes for students.

In order for students to embrace the challenges of creating happy and successful adult lives, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of PSHEE helps students develop resilience, and to know how and when to ask for help.

Aims

The aims of personal, social, health and economic (PSHEE) education in our school are echoed within our school's mission statement and aims:

Mission:

- The mission of The Purcell School is to provide young musicians who demonstrate the potential to become exceptional (irrespective of background) with outstanding teaching within a supportive school environment and to equip them with the self-confidence, adaptability, maturity and perspective to sustain their professional development and personal fulfilment throughout their lives.

Aims:

- To sustain a safe, happy and healthy environment in which all can flourish musically, academically and emotionally.
- To deliver outstanding musical and academic education.
- To provide a range of high-profile and developmental performance opportunities.
- To deliver personalised pastoral care and support so that the individual needs of each student are met.
- To provide access to musical opportunity and widen participation in areas where this is especially difficult.
- Maintain (as far as is practically possible) open access by admitting students solely on their ability, not according to financial means.

Statutory requirements

PSHEE is a non-statutory subject, however there are aspects of it we are required to teach.

For students of secondary school age:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Content and delivery

What is taught

The school feels that PSHEE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting on average half a term, which students experience every year.

At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHEE education becoming a string of 'topics' or disconnected 'issues'

Planned enrichment days/events will also be used to develop and extend the school's planned PSHEE education programme.

As stated within statutory requirements, the school is required to cover the content for relationships and sex education, and health education, as set out in the [statutory guidance](#).

Please refer to our Relationships and Sex Education policy (A5) for details about what we teach within RSE, and how we decide on what to teach, in this area of the subject.

For other aspects of PSHEE, including health education, see the attached curriculum map (appendix1) and mid-term plans (Appendix2) for more details about what is taught in each year/Key Stage.

How PSHEE is taught

PSHEE is taught through dedicated specialist lessons up to Year 11 where students have 40-60 minutes of teaching per week. The breakdown of contact time with PSHEE is as follows:

Curriculum offer 2022-23

Year	Contact time / week
7	60 minutes
8	60 minutes
9	40 minutes
10	40 minutes
11	40 minutes

In addition to the above, aspects of PSHEE are folded into other parts of the curriculum (such as science lessons) and are covered as part of our wider school offer through assemblies, tutorials and specific onetime events (such as visiting speakers and workshops).

The PSHEE curriculum lessons are delivered by one member of staff, identified as the subject lead. They are responsible for the planning and delivery of all Year 7 – Year 11 lessons.

How PSHEE is assessed

PSHEE education alone is not responsible for students' future lifestyle choices: as with any other subject, assessment in PSHEE education focuses on learning, set against the lesson objectives and outcomes.

Assessment is as central to effective teaching and learning in PSHEE education as it is in any other subject therefore the lessons and modules within the schemes of work will include baseline, formative and summative assessments.

The school recognises that assessment in PSHEE education is not about 'passing or failing', or about behavioural outcomes. Teachers and students both need to know what has been learned, and how learning and understanding has progressed.

Questions raised by students

Effective PSHEE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at The Purcell School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Staff at The Purcell School are aware that effective PSHEE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHEE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and pupils will be observed in PSHEE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, a concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Differentiation of PSHEE according to need

The school recognises that for some students with SEND, additional individual planning and focus may also be needed. There may be the need to think about maturity rather than chronological age, and also to factor in physical maturity which may be ahead of emotional or social maturity. It is important to ensure that PSHEE is appropriate to the students' maturity, social understanding and interest in the subject, tailoring the delivery to support them to fully access the learning.

Some students may need additional support to make sense of PSHEE lessons, and where this need is identified separate small group sessions or individual work will be put in place to help, especially since aspects of identified students' maturity may lag behind their peers. Where this is

the case it may be appropriate to offer additional small group sessions for students with SEND which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format. This will be done in consultation with the Head of Learning Support and relevant house staff.

Sometimes PSHEE needs for students with Autistic Spectrum Conditions will require close collaboration with the Head of Learning Support to ensure that students' academic capabilities do not mask their social and emotional needs. Although students may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum (see A5 Sex and Relationships Education Policy)

Where and if this is identified, individual sessions or small group provision in addition to mainstream lessons will be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this should be taken in to consideration when evaluating the effectiveness of teaching and whether students have understood the nuances of social and appropriate intimate relationships.

Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that PSHEE is taught consistently across the school.

Teaching responsibility and staff training

The PSHEE programme is led and taught by **Ms Martina Swift**, PSHEE coordinator. The PSHEE coordinator is responsible for:

- Overseeing the timetabled PSHEE curriculum
- Delivering PSHEE in a sensitive way
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Responding to the needs of individual students
- Working with the senior leadership team to embed additional PSHEE sessions into weekly tutorials, led by tutors.

Students

- Students are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHEE education provision.

Working with other Departments across the school

The PSHEE coordinator will liaise with senior pastoral staff as appropriate to ensure that a holistic view of PSHEE is embedded in the wider school culture. This may take the form of Key Stage assemblies or other sessions with targeted groups within the student body, the use of 'hot topic'

discussions within tutorials as part of the PSHEE and Personal Development programmes or other pastoral interventions.

The Designated Safeguarding Lead and/or Vice-Principal will work with the PSHEE Coordinator to address any emerging concerns that arise during the school year, and may decide to alter the curriculum diagram (laid out in Appendix 1) as appropriate to ensure timely intervention in matters related to both PSHEE and RSE.

Monitoring arrangements

- The delivery of PSHEE is monitored by members of the Senior Leadership Team and PSHEE Coordinator through:
 - Regular training
 - Student and parent feedback
 - Learning walks
 - Students' development in both PSHEE and RSE is monitored as part of our internal assessment systems.
- This policy will be reviewed by the Vice-Principal annually to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.
 - At every review, the policy will be approved by the governing board

Links with other policies

This policy supports/complements the following policies:

- A5 Sex and Relationship Education Policy
- A6 Careers Education, Information and Advice Policy
- P1 Child Protection Policy
- H10 Online Safety Policy
- P2 Anti-Bullying (including Anti-Cyber Bullying) Policy
- P17 Preventing Radicalisation and Extremism Policy
- P8 Drugs & Alcohol
- P10 Promotion of British Values Policy
- P12 Sixth Form Personal Development Programme

Policy author / reviewer:	Policy date / review date:	Next review due:
T.Burns	September 2021	September 2022
T.Burns	Autumn 2022	Autumn 2023

Appendix 1 - Curriculum Diagram

Overview – PSHEE programme 2022-2023

This is a thematic approach to secondary PSHEE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms.

Year	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
7	Emotional wellbeing Looking after health and wellbeing – setting targets for a good work-life balance Transition and safety Transition to secondary school and personal safety in and outside school, including first aid (2)	Diversity Diversity, prejudice, and bullying Healthy relationships Bullying and Cyberbullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices
8	Emotional wellbeing Looking after health and wellbeing – setting targets for a good work-life balance Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Healthy relationships Bullying and Cyberbullying	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

9	<p>Emotional wellbeing Looking after health and wellbeing – setting targets for a good work-life balance</p> <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices</p> <p>Healthy relationships Bullying and Cyberbullying</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Employability skills Employability and online presence</p>
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Year	Autumn 1 Health & wellbeing	Autumn 2 & Spring 1 Relationships		Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
10	<p>Emotional wellbeing Looking after health and wellbeing – setting targets for a good work life balance</p> <p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p>	<p>Healthy Living Sleep patterns</p> <p>Healthy relationships Bullying and Cyberbullying</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> <p>Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’</p> <p>Intimate relationships Relationships and sex education including</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Careers exposure - speakers: Great jobs in the music industry Preparation for and evaluation of work experience and readiness for work</p>

				<p>consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>		
11	<p>Emotional wellbeing Looking after health and wellbeing – setting targets for a good work life balance</p> <p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p> <p>Building for the future Self-efficacy</p>	<p>Identity and relationships Gender identity, sexual orientation</p> <p>Independence Responsible health choices, and safety in independent contexts</p> <p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p> <p>Building for the future 2 stress management, and future opportunities</p>	

Appendix 2 – Ensuring PSHEE is inclusive for students with SEND

Internal Teaching and Learning document used as an aid when staff are tasked to focus on delivering RSE within the curriculum to students with additional needs:

Resources

Ensure all resources and images used are inclusive of all students e.g. including those in wheelchairs, or wearing hearing aids – as a general rule in both mainstream and SEND provision, not just when a student in a wheelchair is in the PSHEE class. This should be part of your general inclusive approach to PSHEE (and in other subjects and whole-school) and images should represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics. Your choice of images and characterisation should reinforce the message that human sexuality is a positive thing and that no-one is excluded from that. Materials should be available in appropriate learning media including tactile diagrams and physical materials when required.

Language

Be aware of language used in PSHEE and ensure that it is inclusive, for example don't talk about 'jumping into bed' which may be a confusing use of language for students on the autism spectrum and may exclude people with mobility issues. Again, reflect on inclusivity of language across the protected characteristics not just in terms of SEN and disability, e.g. using the phrase 'most girls / boys' rather than 'all' when describing puberty and body changes, to support LGBT+ inclusivity.

Targeted intervention

Follow up sessions may be used with smaller groups to personalise the learning from PSHEE group lessons. This may be targeted small group sessions, 1-1 as appropriate, or referrals to specific support staff.

Equalities Act

The provisions of the Equalities Act mean that positive action can and should be taken, to address particular disadvantages affecting one group because of a protected characteristic. Government RSE guidance highlights that 'some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND', and that 'Relationships Education and RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities'

Top Tips

The following practical tips can make a big contribution to PSHEE and RSE teaching with SEND students that are effective, safe and enjoyable for both students and staff.

- Always use correct language for private body parts. If only learning one word, make it one widely used, acceptable and understandable to all. Remember that patterns and language that are first learned can remain for life. For example, if a family word is learned for referring to genitalia at home, some students may struggle to understand that there can be another word that is used in more formal circumstances. If a child does use a family word, it is important to give the proper name as well, to avoid any misunderstanding
- Identify effective curriculum models for general delivery but also recognise that work often responds to an individual's needs, specifically focused and planned.
- Use distancing techniques to provide the opportunity to address current student issues through story, role play, games and video clips
- Create and nurture a safe learning environment; students need to feel staff are confident and able to deal with the topics and issues raised. Set guidelines for working together, have a clear start and end to sessions, be ready to close down inappropriate conversations and respond
- Take a steady, regular, matter of fact approach. Be responsive and adapt to the group's energy, their need for processing time and their engagement.
- Value fun, engaging techniques that ensure PSHEE is memorable and can be recalled, these also help to lessen embarrassment
- Use a range of resources; visual, tactile, audio, consider using real life props e.g. shavers, tampons, deodorant, clothes
- Employ whole group activities such as Circle Time to create safe, welcoming spaces for every student to contribute and be heard
- Use different techniques to reinforce one topic e.g. a game, a story, a picture, where possible use an 'all channels' approach; see it, hear it and do it.
- When answering questions, if you are not certain what the person is asking, seek clarification. The young person may be struggling with their understanding of social situations or wider concepts
- Use simple and straightforward language, key words, phrases and concepts that are repeated regularly and used outside of lessons, ideally with a clear supporting visual cue. • Have displays and resources up in school such as the 'ask before you touch' rule in class and displays about positive friendships around school

Approaches for dealing with PSHEE/RSE questions, issues or inappropriate behaviour

- Use a matter of fact approach and voice
- Remain calm and do not become 'jokey'
- Be consistent e.g. in your use of language and key messages
- Recognise the importance of being age appropriate
- Find an appropriate, if necessary private, space to respond to a student
- Focus on answering the question asked/raised
- Clarify what the student is asking if that is not clear, and check that the student feels that their question has been answered.
- Remind students they can discuss personal questions or tell you things after the lesson if that feels more appropriate
- Be clear about limits on confidentiality and respect students' privacy
- You can take time to give an answer e.g. 'Let me have a think about that and we'll talk about it later'
- Try not to discuss the issue using yourself or a member of your family as an example. Use distancing techniques e.g. 'This body change happens to most girls when they grow up'
- Discuss issues with colleagues if you need support. It's OK to ask for help to deal with an issue or behaviour and discussion with colleagues helps ensure consistent approaches
- Ensure your response is in line with the school PSHEE and RSE policy
- Be aware of the safeguarding policy and procedure if the issue raises such concerns

Appendix 4 – Responding to the Ofsted Review of Sexual Abuse in Schools and Colleges (2021)

The 2021 Ofsted review of sexual abuse in schools revealed how prevalent sexual harassment and online sexual abuse are for children and young people and their reluctance to report incidents of abuse for a wide variety of reasons. The Review recommends that all schools act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

Specifically, the review found that:

- Nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers
- Students reported that sexual harassment occurs so frequently that it has become “commonplace”
- 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers
- Sexual violence typically occurred in unsupervised places outside of school, such as parties or parks without adults present
- Students do not want to talk about sexual abuse, even when the school encourages them to. They see the risk of being ostracised by peers or getting peers into trouble is not considered to be worth it. They worry about how adults will react, that they will not be believed, or that they will be blamed. They also think that once they talk to an adult, the process will be out of their control
- Students were rarely positive about their experience of RSE. They did not feel it equipped them with the information and advice they needed and therefore they often turn to social media and their peers to educate themselves and each other
- Some teachers and leaders underestimate the scale of the problem; even where there was a whole-school approach to tackling sexual harassment, professionals consistently underestimated the prevalence of online sexual abuse.

The Purcell School strives to be an open, tolerant and inclusive community in which sexual harassment and abuse will not be tolerated in any form. The School’s Behaviour and Sanctions Policy, Peer on Peer Abuse Policy and Online Safety policy all outline how such incidents will be dealt with by the School; the School’s RSE, PSHE Policy and wider Pastoral Curriculum outline how the School seeks to provide the necessary education to create a culture in which students feel safe, happy and healthy through a variety of opportunities both within the classroom and beyond.

Specifically, provision will include opportunities to learn about and discuss the following in an age appropriate way:

- Definitions of sexual harassment and how to recognise and report it
- Definitions of sexual abuse and how to recognise and report it
- How online activity (including the sending of “nudes”) can be both harassment and abuse and the possible consequences of such action both within school and legally
- Definitions of consent
- How concerns are managed within school

The School will also provide a range of opportunities outside of the classroom to explore, discuss and contextualise the above and will also provide advice and guidance on how to manage an unwanted situation or incident of harassment and/or abuse “in the moment”.

The School will ensure the following:

- That RSE is embedded within the context of a wide ranging and high quality PSHE/Pastoral Curriculum both within the formal classroom and beyond
- That the Sixth Form are provided with significant opportunities for PSHE education through assemblies, the Sixth Form Personal Development Programme, a series of focussed sessions addressing consent, sexual harassment and sexual violence and engagement with external experts
- That SEN and EAL students are provided with additional support where necessary such that they are able to understand the concepts within their own contexts
- Opportunities for less formal exploration/discussion of such topics with a suitably qualified member of staff will be made available during boarding time
- That staff will listen carefully and objectively to the feedback of students when they talk and/or formally feedback about the content and/or quality of provision, making adjustments if and when necessary
- That those staff engaged in the delivery of PSHE and/or RSE have received training at an appropriate level
- That all staff are trained to better understand the definitions of sexual harassment and sexual violence (including online sexual abuse); identify early signs of peer-on-peer abuse; consistently uphold standards in their response to sexual harassment and online sexual abuse
- That records will be routinely analysed to identify patterns so that appropriate preventative interventions can be implemented
- That the School will continue to engage with its local service providers to ensure it remains up-to-date on all support available to those who are victims or perpetrate harmful sexual behaviour

This statement of response will be appended to the following policies and will form the basis of Staff INSET training in January 2022:

- Child Protection/Safeguarding Policy
- PSHE Policy
- RSE Policy

The following policies have been updated to specifically reference the content of this statement of response:

- Behaviour and Sanctions Policy
- Peer-on-Peer Abuse Policy
- Online Safety Policy