



BOLTON
SCHOOL
GIRLS' DIVISION

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SENIOR SCHOOL

PSHEE Policy

2020-21

Girls' Division Senior School PSHEE Policy, 2020-21

Every Child Matters, which led to the Children's Act (2004), emphasised that PSHEE should play a vital role in achieving the following outcomes:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

As a curriculum area, it is designed to help give pupils the skills, knowledge and understanding they need to make safe and informed decisions, to lead confident, healthy, independent lives, and to become informed, active and responsible citizens.

At Bolton School, we recognise that teaching about health, safety and relationships as part of PSHEE education contributes to the safeguarding and well-being of pupils: it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Through the PSHEE programme, we also seek to develop pupils' resilience and wellbeing. The PSHEE programme is designed to contribute to the girls' understanding of Fundamental British Values by developing in them a respect and tolerance for others' beliefs and by contributing to their knowledge of British institutions and society. Finally, the PSHEE programme is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. Whilst not every characteristic is addressed in every year group, as the School takes into account the age and learning abilities of pupils when planning and delivering the curriculum, girls are made aware of the protected characteristics. In addition, if there is an occurrence or event involving one or more of the protected characteristics which becomes an issue amongst the pupils, the School helps the children understand the issues, and ensures they respect all those with those characteristics.

We recognise that PSHEE is the responsibility of every adult in the school and to this end all staff should be aware of the issues relevant to their areas of work, in the delivery of both their subject and the PSHEE curriculum. As a school, we are concerned with promoting personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and other adults within our community; through monitoring pupils' progress; through pastoral structures; through extra-curricular activities and the school ethos.

How PSHEE is organised and delivered

The scheme of work for PSHEE provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. It incorporates skills and knowledge required to help children and young people safeguard themselves including in relation to ICT.

PSHEE is delivered both by teachers and, to enrich the programme where appropriate, outside agencies. Teachers have access to on-going support and guidance as part of their own professional development and teaching materials are reviewed for quality and relevance.

Principles of the PSHEE Programme:

To ensure that each pupil:

- is encouraged to value and respect diversity,
- may develop decision making skills so they are capable of making informed choices,
- is encouraged to value their own achievements,

- is given opportunities for active learning so they develop skills such as problem solving, negotiation, evaluation,
- is aware of a healthy lifestyle,
- is aware of, and sensitive to, a range of attitudes, values and beliefs and has the ability to form and clarify their own,
- is encouraged to be responsible for the good of the community, to exercise self and collective responsibility,
- may continue to develop the skills to deal with an ever-widening range of relationships,
- develops an awareness of Fundamental British Values and the laws which underpin British Society.

The scheme of work ensures that:

- knowledge, skills and understanding are developed;
- appropriate Relationship and Sex Education (see Appendix 1) and Drug Education (see Appendix 2) and Health Education is provided;
- the issues of bullying (specifically physical, verbal and cyber-bullying) are explored.

The PSHEE provision is a combination of:

- separate curriculum time (50-minute session fortnightly);
- explicit opportunities in other curriculum subjects;
- pupils' involvement in the life of the school and wider community (e.g. school council, peer mentoring programme, charity fund raising, community action and environmental schemes such as "eco-schools").

PSHEE is monitored, evaluated and reviewed in the following ways:

- Heads of Year, class teachers and pupils provide feedback for the PSHEE co-ordinator about the material covered;
- PSHEE is a regular agenda item at tutor meetings;
- pupil progress is recorded by form tutors via formal comments in end-of-year reports to parents.

Teaching and Learning Strategies Employed in the teaching of PSHEE, including Relationship & Sex Education:

- *establishing 'ground rules' with the pupils, eg:*
 - no one (teacher or pupil) will have to answer a personal question;
 - no-one will be forced to take part in a discussion;
 - only correct names for body parts will be used, and explained factually.
- *using 'distancing' techniques to depersonalise discussion, eg:*
 - by role-play, case studies, videos.
- *knowing how to deal with unexpected questions or comments, eg:*
 - by establishing clear parameters about what is appropriate for a whole-class setting;
 - by being prepared to discuss the matter later on an individual basis or to refer the pupil to an appropriate person;
 - case studies and other structured activities.
- *using group discussion and project learning eg:*
 - providing factual information in written form for pupils to keep for future reference.
- *encouraging reflection, eg:*
 - by asking what pupils have learned from the discussion and/or from the experience of others, the extent to which this has helped them, and what else they think they need to think about or learn.

Appendix 1: Relationship and Sex Education Policy (Girls' Senior and Hesketh House)

This policy is underpinned by the Department for Education's document *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which contains statutory guidance for schools relation to the teaching of these areas from September 2020 onwards.

PSHEE helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. It also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe. The PSHEE programme in both the Junior and Senior schools is designed to meet the needs of the girls and to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We recognise that girls need high-quality Relationship Education (Junior School) and Relationship and Sex Education (Senior School) and well as Health Education so they can make wise and informed choices.

Therefore, in addition to the National Science Curriculum topics (which teaches the biological facts relating to human growth, puberty and reproduction), Relationship and Sex education (RSE) is part of the PSHEE programme offered throughout girls' time at the School. Relationship and Sex education is set within a broader base of self-esteem and responsibility for the consequences of one's actions. It includes discussion about feelings, relationships and values as well as helping young people to respect themselves and others, and understand difference. Relationship and Sex Education is learning in an age-appropriate way about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

A comprehensive programme of RSE provides medically and factually accurate information about the body, reproduction, sex, and sexual health, including how to access services. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is therefore an essential part of the school's duty to safeguard the girls' welfare and promote their emotional well-being. The RSE programme links to the ICT Curriculum in teaching that the internet and social media are important resources for learning and information but that there are risks which must be negotiated in order that young people are able to stay safe online.

Relationship and Sex Education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy. Whilst RSE at Bolton School Girls' Division involves teaching children about reproduction, sexuality and sexual health, it does not promote early sexual activity or any particular sexual orientation.

Age-Appropriate Topics

It is a requirement that children in primary schools should have a Relationship Education programme tailored to their age and their physical and emotional maturity. All children, including those who develop earlier than average, need to know about puberty before they experience it and should learn 'how a baby is conceived and born' before leaving primary school. Under the Science Curriculum, Hesketh House girls should know about puberty and how a baby is born. In the early primary school years, education about relationships within PSHEE focuses on friendship, bullying and the building of self-esteem. In addition, they learn that their body belongs to them and that they can say who has access to it.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Young people, whatever their developing sexuality, need to feel that Sex and Relationship education is relevant to them and sensitive to their needs. It is important that teachers deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teachers must be particularly sensitive to the issue of homophobic bullying,

in line with the School's Anti-bullying policies. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships.

As part of the Senior School PSHEE programme, Medical room staff or other appropriate adults give young people full information about different types of contraception, including emergency contraception and their effectiveness. When abortion is covered within the programme, girls have the opportunity to explore the dilemmas, so that they know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals. Lectures given by outside speakers to different year groups give the girls a better understanding of the way in which internet pornography can distort young people's attitudes towards sex and sexuality. They also help the girls appreciate the dangers of sexting, grooming, domestic violence and sex trafficking.

Pupils are taught about all aspects of the law and sexual consent - notably that, in the law on sexual offences, the onus is on getting rather than giving consent. Teaching promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication. Girls are taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.

Conduct of Lessons

In preparing to discuss sex education with their class, form teachers are guided about what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions. For example, whilst children may learn the significance of marriage and stable relationships as key building blocks of community and society, teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Learning how to show respect through listening and sharing is a significant part of Sex and Relationship education. Pupils can learn how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses.

The classroom is never a confidential place to talk, and that remains true in Sex and Relationship education. Pupils are reminded that lessons are not a place to discuss their personal experiences and issues - or to ask others to do so - through the establishment of ground rules or a working agreement. Any visitor to the classroom is bound by the school's policy on confidentiality, as set out in the Behaviour Management Policy for Staff, Volunteers, Contractors and Other Adults, regardless of whether they have - or their organisation has - a different policy. If a teacher or other adult believes there is a safeguarding or child protection issue, the Senior Designated Lead must be informed, in line with the Foundation Safeguarding and Child Protection Policy.

Parents and RSE

Up to and until three terms before the child turns 16, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, and may do so by giving formal notice in writing to the Headmistress that they do not wish their daughter to take part in this aspect of the curriculum. The Headmistress will then explore their concerns and discuss the impact that such an action might have on the pupil.

Once a pupil reaches this age, it is she who makes this decision. Please note that parents are not legally allowed to request that their daughter opts out of those aspects of Sex Education which fall under the National Curriculum.

NB A parent's choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided by the School or elsewhere.

Parents are able to see the PSHEE policy and the scheme of work on the School website, and are informed of the right to withdraw their child from all or part of sex education.

Appendix 2 – Drugs Education Policy

We recognise that it is important that our pupils are given the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both present and future.

We aim:

- To increase pupils' understanding about drugs and why people take them;
- To increase their self-esteem and confidence and build skills (including risk assessment) to cope in situations where drugs are available;
- To emphasise the benefits of a healthy lifestyle;
- To enable pupils to identify sources of appropriate help;
- To provide accurate information about substances;
- To increase understanding about the implications and possible consequences of use and misuse;
- To widen understanding about related health and social issues, e.g. sex, HIV/ AIDS and crime;
- To issue clear guidelines to pupils detailing the school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to incidents;
- To include planned aspects into PSHEE and other curriculum time which emphasise wider messages about healthy lifestyles and also include the acquisition of skills by young people to deal with a range of situations;
- To ensure all staff are aware of their responsibilities as role models, as form tutors or as part of the team which delivers the cross-curriculum programmes;
- To involve parents and encourage them to take an interest;
- To enable access to advice or help for pupils with problems or concerns;
- To inform pupils of the signs which may indicate misuse of drugs;
- To recognise that outside agencies and speakers have a valuable role to play both in our drugs education programme and in dealing with drug related issues.

This Policy was reviewed in June 2020 and will be next reviewed before August 2021