



## **PSHEE POLICY**

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## 1. Rationale and ethos

This policy covers the Bolton School Boys' Division Senior School approach to Personal, Social Health and Economic Education (PSHEE) for Years 7 to 13. This draws on guidance from the PSHE Association. It was produced by the Deputy Head through consultation and ongoing feedback with the Senior Leadership Team, Heads of Year, Teaching Staff, parents and students.

PSHEE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- promote community cohesion within the school
- provide relationships and sex education.

We believe that when our young men feel safe and supported, they thrive. Our boys develop strong, moral characters that celebrate the rich diversity of our communities and recognise the rights of others, which include: the right to learn; the right to teach; to be treated with respect, tolerance and fairness; to be listened to and share views; to be safe and happy; to be helped and supported. These values inform and underpin the PSHEE policy.

The PSHEE programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHEE) as well as through the School's broad and balanced curriculum.

## 2. Legislation References:

Keeping Children Safe in Education 2023

[Ofsted Review of sexual abuse in schools and colleges 2021](#)

[Sexual violence and harassment between children in schools and colleges 2021](#)

[Equality Act 2010](#)

[Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

### **3. Roles and Responsibility**

From September 2022 RSE and PSHEE delivery across the Boys' Division Senior School is monitored by the Deputy Head, Mrs H Brandon.

### **4. Communicating aims and scope**

Parents and carers will be informed about the policy through communication from the Deputy Head. The policy is available through the Bolton School website, including a summary of the topics taught in each year group throughout the academic year. A paper copy of the policy can be obtained by contacting [bdinfo@boltonschool.org](mailto:bdinfo@boltonschool.org) Supporting parents with the education of their children is integral with the School's vision. Some topics benefit from the home-school partnership working together to enhance the programme in place for their children. The Teenage Journey lecture series is arranged in partnership with the Parents' Association. As part of our whole school approach to PSHEE, Parent Information Sessions and opportunities for parents to view the materials and resources used have been included in the current programme of events.

### **5. Safe Classroom Practice and Confidentiality**

Teachers will ensure a safe learning environment by adopting advice issued by Public Health England including setting clear ground rules and using distancing techniques. Students are signposted to counselling and wellbeing support both in and out of school. These principles are covered in staff INSET and induction sessions. Students have a right to expect schools to provide a safe and secure environment. -Pupils are helped to make connections between PSHEE and their 'real life' experiences. Any fears or worries they bring into the classroom should not go unnoticed. Staff delivering PSHEE will ensure any pupil, who indicates they may be at risk, gets appropriate support by liaising with the appropriate pastoral team members, recording concerns on CPOMS and adhering to the Foundation Child Protection and Safeguarding Policy.

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

It is important that pupils feel able to ask questions when covering PSHEE. If necessary, teachers will ask a pupil to wait for an answer to give them time to structure an appropriate response or consult with the school's pastoral leadership team if the question raises potential safeguarding concerns.

Occasionally, whole year groups may be involved in the delivery of particular topics during the SPACE programme or in an assembly. This may involve external speakers who are invited on the basis of their skills and expertise. Before presenting to the pupils, content is discussed and agreed by the Designated Safeguarding Lead. Guests are supervised at all times and a Visiting Speaker Risk Assessment Form is completed and reviewed by the Deputy Head before the visit. Some topics will be delivered by teaching staff who have completed specialist PSHEE topic training.

The training needs of all staff teaching RSE was audited by the Senior Leadership Team in July 2022.

## **6. Inclusion**

Classroom practice and pedagogy will consider pupils' age, ability, cultural background, SEND needs and will be adjusted to enable all students to access the learning.

PSHE Education will be used as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified by our pastoral management and through surveys. PSHEE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

The protected characteristics as listed in the Equality Act 2010 are:

- a) Age
- b) Disability
- c) Gender reassignment#
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation

The school will ensure that all teaching is sensitive and age appropriate in approach and content.

## **7. Delivery and curriculum design.**

PSHEE lessons sit within the SPACE programme and the Pastoral Curriculum scheme, which includes RSE, SMSC and character education. Topics are organised in a spiral curriculum model with recurring themes in different year groups at an age appropriate level. For example, healthy relationships are initially considered in Year 7 in the context of family and friendship whereas in Year 10 these are explored in romantic relationships. Pupils build upon their understanding of concepts in subsequent years to consider different types of relationship, thereby allowing them to engage in critical reflection and informed decision making.

High quality resources support the PSHEE provision to ensure that students engage actively in learning; these resources are regularly reviewed.

## **8. Monitoring and Assessment**

Although PSHEE is not a formally examined subject, it is no less important to gauge individual progress and pupils are encouraged to reflect on their own learning in guided tutor sessions.

Informal assessment of students' knowledge and understanding will be through classroom discussion and formative assessment activities. This may include: presentations, written evidence, group work, observations.

There is also an informal monitoring of how students apply their knowledge and skills through the following: in wider school participation; resolving conflict; making decisions; and forming positive relationships. Pupil voice will be influential in adapting and amending the material for the Pastoral Curriculum to ensure it is up to date and relevant.

## **9. Creating a safe and supportive learning environment.**

We recognise the need for all pupils to have access to RSE education learning, which meets their needs and form tutors play an important role in delivering content and monitoring activities in the teaching programme. In this way we are able to identify pupils who may be vulnerable or at risk and respond accordingly. This also allows close work with learning support where necessary.

Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance teachers will follow the school's safeguarding procedures and inform the Deputy Head as the Designated Safeguarding Lead (DSL). In her absence they will inform one of the Deputy Designated Safeguarding Leads or a member of the pastoral or Senior Leadership Team.

Occasionally, whole year groups may be involved in the delivery of particular topics during the SPACE programme or in an assembly. This may involve external speakers who are invited on the basis of their skills and expertise. Before presenting to the pupils, content is discussed and agreed by the Designated Safeguarding Lead. Guests are supervised at all times and a Visiting Speaker Risk Assessment Form is completed and reviewed by the Deputy Head before the visit. Some topics will be delivered by teaching staff who have completed specialist RSE training.

The training needs of all staff teaching RSE have been audited by the Senior Leadership Team in July 2022.

## **10. Parental rights.**

The School held a parental consultation about proposed changes to the RSE and PSHEE Curriculum in Summer 2022.

It is hoped that all pupils will participate in the full programme offered by the school, but parents may request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE and this may be granted up to and until three terms before he turns 16. At this point your son may choose to receive sex education and the school will ensure he attends these lessons. Parents will not have the right to withdraw their son from Relationships Education or any content covered in the context of science lessons, which form part of the National Curriculum.

Before withdrawal is made, parents should consult with the Deputy Head, and write to the Head. Your son will receive appropriate, purposeful education in cases of withdrawal.

## 11. Intended Outcomes

We hope that through engagement with the PSHEE and RSE Programmes in school, students will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future.
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers.
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- Understand the importance of wellbeing, mental health and how to tackle issues that can affect their ability to learn.
- Focus on the importance of building healthy and positive relationships.
- Develop skills such as teamwork, communication and resilience.
- Be encouraged to make positive contributions to their families, schools and communities.
- Explore differences and learn to value diversity in all its forms.
- Reflect on their own individual values and attitudes.
- Identify and articulate feelings and emotions and manage difficult situations positively.
- Learn about the world of work.
- Learn to manage their money and finances effectively.