



## **Personal, Social, Health and Economic Education (PSHEE) Policy**

### **Warwick School (Seniors)**

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# Personal, Social, Health and Economic Education (PSHEE) Policy

PSHEE at Warwick School is designed to give pupils the skills, knowledge and understanding they need to lead confident, healthy, safe, independent lives as informed, active and responsible citizens.

## **Statutory Requirements**

The delivery of Relationships and Sex Education (RSE) is a requirement under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). A separate RSE Policy gives full details about this component of PSHEE.

## **Aims of PSHEE at Warwick School**

PSHEE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. The personal development of every pupil at Warwick School is of paramount importance and synonymous with the school's key aims.

PSHEE aims to enable pupils:

- to lead confident and responsible lives as individuals and members of society
- to gain practical knowledge and skills to help them live healthily and safely and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- to develop confidence and independence and encourage personal responsibility in all forms of behaviour
- to reflect on their life experiences
- to develop their sense of wellbeing and self-esteem, encouraging belief in their ability to succeed
- to enable them to prepare effectively and take responsibility for the challenges, choices and responsibilities of work, future choice of courses and careers<sup>1</sup> and lifelong learning
- to empower them to participate in their communities as active citizens and to develop a global perspective

In addition, when teaching RSE we aim to:

- build on the knowledge acquired at primary school whilst introducing knowledge about intimate relationships and sex
- help pupils to understand, and manage responsibly, a wide range of relationships within the school community and beyond, and to show respect for the diversity of, and differences between, people
- provide a framework in which sensitive discussions about relationships and sex can take place
- help pupils with changes associated with puberty, and give them an understanding of sexual development and the importance of sexual health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy in their relationships
- give pupils the emotional literacy to express themselves in matters concerning relationships and sex
- enable pupils to keep themselves safe and give them the confidence to seek advice and help if necessary

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<sup>1</sup> Following guidance outlined in DfE "Careers guidance and inspiration in schools" March 2015

## **Policy Availability**

This policy, along with the RSE Policy is available on the school website.

## **Organisation**

The Head of PSHEE is responsible for the overall planning, implementation and review of the PSHEE programme throughout the school. They work closely with the Heads of Section, Heads of House, Form Tutors, School Nurse, SEN Specialist in Social, Emotional and Mental Health, and the Heads of Department for English and Drama, Religion and Philosophy, Biology and Physical Education.

## **Curriculum and Opportunities**

PSHEE curriculum underpins the school's ethos, aims, attitudes and values. All subjects and activities carried out in school such as assemblies, voluntary service, fundraising, mentoring schemes and trips contribute to the personal and social development of pupils.

By adopting a whole school approach and combining curricular provision with whole school policies and practices, the curriculum provides planned and coordinated opportunities for pupils to explore attitudes and values and to develop knowledge, skills and understanding that support inclusion, challenge racism and value diversity.

The curriculum is designed to cover all areas of PSHEE identified by the PSHE Association and the approach is broadly spiral in nature with themes being revisited and built upon from year to year.

The following areas of study are taught:

- Citizenship
- Relationships and Sex Education (RSE)
- Physical Health
- Mental Health and Wellbeing
- Drugs and Alcohol
- Online Safety
- Careers
- Financial Education
- Learning and the Brain

The curriculum is summarised in Appendix A. Details of what is taught each term in each year group are given in the summary schemes of work shared with parents at the start of the Autumn Term. Safety is an important element of the provision and pupils in Year 7 are given Protective Behaviours training and safeguarding is built into the curriculum in each year group. Although the teaching of health topics is not statutory in independent schools, we have chosen to teach all of the government's recommendations as shown in Appendix B and have followed the [DfE Physical Health and Mental Wellbeing Guidance \(updated 2020\)](#).

## **Delivery**

All pupils in Years 7, 8, 9, 10 and 11 have one timetabled PSHEE session per fortnight. Pupils in Years 12 and 13 have one timetabled lesson per fortnight in mixed groups with pupils from King's High.

1) Discrete provision through:

- a) Timetabled curricular time – All pupils in Years 7, 8, 9, 10 and 11 have one timetabled PSHEE session per fortnight. Pupils in Year 12 and 13 have one timetabled lesson per fortnight in mixed groups with Sixth Form pupils from King's High.

b) Pastoral/ Tutor Time Activity Sessions - In addition to timetabled PSHEE lessons, Heads of Section and Heads of House routinely run assemblies on pertinent PSHEE topics, often using outside speakers. Tutors are also invited to develop and use their own materials and resources for delivering form periods on aspects of the PSHEE programme that they see as relevant.

c) Specialist Speakers and Workshops - these take place periodically throughout the year and on certain days the curriculum is suspended for PSHEE talks and activities. For example, Pupils in Years 11 and 12 each attend a day of workshops and talks from Beyond Equality on the topic of Positive Masculinity.

2) Provision through teaching and learning in other subjects/curriculum areas, for example English and Drama, Religion and Philosophy, Biology and Computer Science

3) Provision of PSHEE across the whole school, including for example, in whole-school assemblies, voluntary service, DofE, fundraising, peer mentoring, and a wide range of cocurricular activities. PSHEE themes are also taught in nationally celebrated designated weeks through the year with a pastoral focus (Show Racism the Red Card Week, Anti-Bullying Week, Children's Mental Health Week, Diversity Week).

### **A Safe, Supportive and Inclusive Learning Environment**

PSHEE works within pupils' real-life experiences so a safe learning environment with clear 'ground rules' is essential. During PSHEE lessons, pupils may indicate in some way that they are vulnerable or 'at risk' and staff may need to follow procedures within the school's Child Protection and Safeguarding Policy in such instances. Staff and pupils are made aware that some information cannot be kept confidential and that if certain disclosures are made then action may need to be taken. However, pupils will always be offered sensitive and appropriate support and, if necessary, will be encouraged to talk to their parents or a doctor about the problem in such circumstances.

Teaching takes into account the age, ability, readiness, and identity of pupils and recognises their differing needs. We aim to be as inclusive as possible in the way topics are addressed and encourage pupils to let us know if they are uncomfortable about the way any lesson has been delivered. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances; families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also take into consideration that some pupils may have a different structure of support around them, for example, looked after children or young carers. The PSHEE programme proactively encourages sensitivity, respect and equality, in particular with regard to the nine protected characteristics identified in the [Equality Act 2010](#).

Pupils are encouraged to ask questions in PSHEE lessons. Where these are of a sensitive nature, the member of staff may feel it is more appropriate to ask the student to wait for an answer until they have consulted the Deputy Head (Pastoral) and they may decide to feedback to a student individually rather than sharing an answer with the class as a whole. Some questions may touch on topics beyond the remit of the scheme of work. Staff do their best to address such questions with sensitivity to the needs of the whole class.

### **Teaching and Learning Approaches**

A variety of teaching approaches is used to allow pupils to develop their knowledge and understanding of topics, to enable moral issues to be explored and to acquire appropriate skills. More details can be found in the schemes of work for each year group but the most common strategies used are based on stimuli materials such photographs and news items to stimulate group discussions.

Teachers are made aware that their personal beliefs and attitudes must not influence the teaching of controversial issues and the approach is to help pupils make their own informed decisions. Advice is

available from the Deputy Head (Pastoral) and the Head of PSHEE if teachers are concerned about any aspect of delivery. The rotation of topics between teachers from Year 10 and above allows expertise to be built up by a teacher in specific topics.

## Resources

- **Materials** – Bespoke teaching resources are devised in-house and staff use the best resources online from a vast array of sources to put together powerpoints and workbooks. Parents are invited to get in touch if they would like to view and discuss any of the teaching resources. Students are signposted to the wealth of high-quality further education and mental health resources available via the Unifrog platform.
- **Staff** - All staff throughout the school, whatever their role, are involved in promoting and developing the aims and objectives of the PSHEE Policy. In addition, we aim to ensure that staff have access to Continuing Professional Development in any aspects of the PSHEE programme that they feel are of relevance and interest and that they are provided with appropriate support and effective resources. Most of the RSE teaching in PSHEE lessons is delivered by key pastoral staff who undertake a broad range of relevant training with external providers in areas of sexual health, online safety (including sexting), Protective Behaviours, mental health first aid and safeguarding (as designated safeguarding leads). External professionals with specialist areas of knowledge and expertise are employed to provide teaching in some aspects of the PSHEE programme; specialist speakers are an important part of the delivery.

## Wellbeing and Counselling

Promotion of wellbeing is a core element of the PSHEE programme. A non-teaching SEN Specialist in Social, Emotional and Mental Health is available to students daily in our Wellbeing Hub, on a drop-in or appointment basis. Where more sustained support is required, a series of counselling sessions can be arranged with a range of different coaches and therapists that we employ on a case-by-case basis.

## Outcomes

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHEE. Pupils are helped to develop a comprehensive, balanced and relevant body of factual information to inform their present and future choices. They are provided with opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

## Roles and Responsibilities

### Governors

Governors approve the PSHEE Policy and hold the Head Master to account for its implementation

### The Head Master

The Head Master is responsible for ensuring that PSHEE is taught consistently across the school and for managing requests to withdraw pupils from the sex education component of RSE.

### Staff

Staff are responsible for:

- delivering PSHEE in a sensitive way
- modelling positive attitudes to PSHEE
- responding to the needs of individual pupils

### Pupils

Pupils are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.

## Parents

PSHEE is strongest when there is communication and collaboration between school and home. A summary of the PSHEE topics covered each year is sent to parents at the start of the academic year and they are encouraged to contact the Deputy Head (Pastoral) to discuss any aspect of the PSHEE programme. Where, appropriate, guidance on a particular topic may be sent to parents to aid discussion. Parents are strongly encouraged to attend Parent Education Events delivered by specialists as these relate to the PSHEE teaching programme.

## **Assessment, Monitoring and Review**

### **Assessment**

Pupils are assessed in every year group as the PSHEE programme progresses. They complete baseline assessments before commencing each topic to gauge their level of knowledge, understanding and confidence with the themes covered. They then complete a summative assessment at the end of each topic to monitor progress. Pupils are also given regular opportunities to feed back on course content and delivery. It is recognized that some pupils will have sensitive questions that they will not wish to ask in a classroom environment in front of their peers. Pupils are encouraged to email their PSHEE teacher with such questions, or they can ask them anonymously through Whisper.

A formal review and evaluation of the PSHEE programme is undertaken annually by the Head of PSHEE to update and develop the programme. Staff, students, parents and other members of the community may be part of the review process. The programme though is constantly under review, with the inclusion of speakers when the opportunity arises, and the focus is on topical issues. Evaluation takes place through analysis of pupil surveys and the quality of teaching is monitored by the Head of PSHEE through scrutiny of planning and lesson observations.

### **Complaints**

Parents are encouraged to raise any issues, in the first instance with the Head of PSHEE. The School Complaints Procedure can be followed for raising concerns.

### **Links with other policies**

The PSHEE Policy is part of a suite of policies that include the RSE Policy, Child Protection and Safeguarding Policy, Behaviour Policy and Antbullying Policy.

### **Appendix A: Summary of year group topics**

Year 7 Topic 1 - Tech-Savvy	- Mobile Phones, Online Safety, Sleep
Topic 2 – Making Acquaintances Respect	- Friendship, Bullying, Tolerance and
Topic 3 – Looking Inwards	- Male Puberty, Female Puberty
Topic 4 – First Aid	- Assessing a Casualty, Performing CPR and Using a Defibrillator, Dealing with Medical Emergencies
Topic 5 – Exam Stress	- Coping with Exam Stress
Topic 6 – Being British	- Democracy and Human Rights, Homelessness, British Values, Multicultural Britain
Year 8 Topic 1 – Healthy Choices Cancer	- Healthy Diet, Exercise, Testicular and Prostate

Topic 2 – Up in Smoke	- Cigarettes, Vaping, Cannabis
Topic 3 – The Man in the Mirror	- Appearance Ideals, Body Dysmorphia, Rejecting Appearance Ideals
Topic 4 – Prejudice and Extremism	- What Prejudice Looks Like, Extremism, Countering Extremism
Topic 5 – Healthy Relationships	- Relationship with Yourself, Romantic Relationships, Marriage and Families, Relationship Breakdown
Year 9 – Topic 1 – Careers	- Personal Targets, Career Pathways, Opportunity, Managing Risk, Marketing, Productivity, Understanding the Concept of Quality, Cash Flow and Profit, Presentation Skills
Topic 2 – Healthy Relationships	- Teenage Relationships, Consent, Gender and Sexuality, Sexual Health and Contraception, Pornography
Topic 3 – Life, Crime and Social Survival	- Drugs and Alcohol Awareness, County Lines and Gang Led Child Drug Trafficking, Safety Online, Gang Prevention and Awareness, Addiction and Dependency (Gambling)
Year 10 – Topic 1 – Building Resilience	- New Challenges, Reframing Negative Thinking, Recognising Mental Ill-Health, Unhealthy Coping Strategies, Healthy Coping Strategies, Mindfulness
Topic 2 – Social Issues	- Having Children, Families, Valuing Diversity, Understanding and Preventing Extremism, How People are Drawn into Extremist Groups
Topic 3 – Relationships and Sex	- Sexual Attraction, Healthy Relationships, Sex, Unhealthy Relationships, Relationship Break-Up
Year 11 – Topic 1 – Employability	- Interview Skills, Recognising and Building Personal Skills for Employment
Topic 2 – Applying for a Job	- Writing a CV, Writing a Cover Letter
Topic 3 – Universities	- Choosing a University, Selecting a Course that is Right for You
Topic 4 – Personal Finance	- Understanding and Managing Debt, Money and Work, Financial Risk and Security
Topic 5 – Addiction	- Habit, Dependence and Addiction, The Wider Risks and Consequences of Legal and Illegal Substance Use, Risks Associated with Cosmetic and Aesthetic Procedures, Risks Linked to Gambling

Lower 6 <sup>th</sup> – Topic 1 – Careers	- Careers Employability, Workplace Conduct
Topic 2 – Mental Health Overcoming Crises	- Common Mental Health Issues,
Topic 3 – Relationships and Sex - Safer Sex and Contraception, Coercion in Relationships; Pornography	
Topic 4 – Fundamental British Values - Fundamental British Values,	Terrorism and Radicalisation, Drugs and Society
Upper 6 <sup>th</sup> – Topic 1 – Mental Health	- Common Mental Health Issues, Overcoming Crises
Topic 2 – Relationships and Sex	- Health Relationships, Unhealthy Relationships, Abusive Relationships
Topic 3 – Financial Independence – Money Matters, Illegal Schemes	
Topic 4 – Social Media	- How Social Media Can Expand, Limit or Distort Perspectives, How to Be a Critical Consumer of Online Information