



# FRANCIS HOLLAND SCHOOL

## SLOANE SQUARE

<b>Name of Policy</b>	<b>Personal, Social, Health &amp; Economic Education PSHE Incorporating the Relationships &amp; Sex Education Policy</b>
<b>Author</b>	SLT
<b>Committee for Review &amp; Approval</b>	Education
<b>Date of Last Revision</b>	December 2015
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<b>Date of Next School Review</b>	January 2018
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<b>Date of Next Council Approval</b>	March 2018
<b>Regulation Number</b>	Part 1 2(f)(g)(h)(j)
<b>Regulation Description</b>	schemes of work for personal, social and health education which reflects the school's aims and ethos; appropriate careers guidance for pupils receiving secondary education; where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; adequate preparation of pupils for the opportunities, responsibilities, and experiences of adult life.

### **Availability of this document:**

Copies of this document are available on Firefly, on the departmental web pages of the school website or on request from the school office, Francis Holland School, 39 Graham Terrace, London SW1W 8JF.

## Personal, Social, Health & Economic Education

### Aims & Objectives of the PSHE programme

#### Successful learners, confident individuals, responsible citizens (National Curriculum)

'PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.' (PSHE association)

### Whole School Approach

#### The PSHE programme

- supports the wider aims and objectives of the school;
- places significant importance on each pupil's personal and social development;
- allows curriculum provision for key skills and knowledge to enhance learning and development of both individuals and the school community;
- includes a planned framework which both informs and supports teaching, but which also allows flexibility and ownership by the staff and pupils involved, and one that is continuously reviewed and updated following input from all members of the school community and outside agencies;
- supports individuals working together and sharing views across year groups within activities, houses and workshops and with support from student-led groups.

### PSHE in the Junior School

PSHE is taught throughout the junior school from Year 1 onwards as a planned programme of learning about life and is based on national guidance and pupil, staff and community objectives. Our aims are that children and young people will acquire the knowledge, understanding, attitudes and skills they need to thrive as individuals, family members and members of society. Lessons are based on the key strands of Health & Wellbeing, Relationships and Living in the Wider World and allow time for reflection and discussion whilst encouraging responsibility, resilience and empathy. PSHE is principally taught in a weekly whole class lesson. These lessons are also supported and inspired by Junior School assemblies as well as visiting speakers who talk on a wide variety of subjects. Cross-curricular links allow PSHE concepts and skills to be developed and reinforced through a range of subjects in the primary curriculum.

We ensure that our junior school PSHE programme covers three core themes as follows:

#### Core Theme A: Health & Well-being

##### Topics: Healthy lifestyle, Keeping Safe, Growing and Changing

- The concept of a healthy lifestyle;
- Maintaining physical, mental and emotional health and well-being;

- Managing risks to physical and emotional health and well-being;
- Ways to keep physically and emotionally safe;
- Managing change including puberty, transition and loss;
- Making informed choices and recognising sources of help;
- How to respond in an emergency;
- Identifying different influences on health and well-being.

### **Core Theme B: Relationships**

#### **Topics: Healthy Relationships, Feelings and Emotions, Valuing Difference**

- Developing and maintaining a variety of healthy relationships in a range of contexts;
- Recognising and managing emotions within a range of relationships;
- Recognising risky or negative relationships, including all forms of bullying and abuse;
- Responding to risky or negative relationships and asking for help;
- Respecting equality and diversity in relationships.

**Core Theme C: Living in the Wider World** (Within this theme, fundamental British values are promoted as it addresses the concepts of democracy, the rule of law, individual liberty, mutual respect and tolerance.)

#### **Topics: Rights and Responsibilities, Taking Care of the Environment, Money Matters**

- Respect for self and others and the importance of responsible behaviours and actions;
- Rights and responsibilities as members of families, other groups and ultimately citizens;
- Different groups and communities;
- Respecting equality and being a productive member of a diverse community;
- Importance of respecting and protecting the environment;
- Where money comes from, keeping it safe and the importance of managing it effectively;
- How money plays an important role in people's lives;
- Understanding enterprise.

Note: Girls learn about e-safety, including responsible use of ICT and mobile phones in both KS1 and KS2 through Core themes A and B. They learn about e-safety further within the Computing curriculum.

### **PSHE in the Senior School**

PSHE is taught throughout the senior school as a planned programme of learning about life. Our aims are that children and young people will acquire the knowledge, understanding, attitudes and skills they need to thrive as individuals, family members and members of society. Cross-curricular links allow PSHE concepts and skills to be developed and reinforced through a range of subjects in the curriculum, including Religious Studies and Biology. We

aim to ensure a balanced presentation of opposing views. The PSHE programme is age-appropriate, interactive and regularly reviewed using both verbal feedback and an annual confidential questionnaire to allow us to adapt the programme over time to the needs of the pupils and the school community.

#### **The Senior School PSHE programme aims to:**

- promote the spiritual, moral and cultural development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions;
- build self-esteem, confidence and resilience;
- encourage a sense of purpose, responsibility, citizenship and community;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- provide drug education, financial education, sex and relationships education (SRE) and the importance of physical activity and diet for a healthy lifestyle;
- reflect the needs of their pupils and build on the content of the school's curriculum with a published programme in relation to each academic year;
- enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to respect democratic values.

#### **Provision**

- Weekly lessons are delivered by form tutors with the support of the PSHE Coordinator and by specialist teachers;
- Regular visiting speakers and workshops are used to inspire, enliven and promote enquiry;
- The PSHE course has cross-curricular links and aspects of many topics are embedded in the curriculum, taught by subject specialists.

#### **Content**

The PSHE programme has been planned using topics from each of the following strands for all year groups, and is based on national guidance and pupil, staff and community objectives. In many cases topics overlap, and year groups will meet topics more than once, with the path varying according to requirements. Where possible two weeks are allowed for each topic/presentation to give sufficient time to discuss and expand on ideas or concerns and to follow-up after presentations by outside speakers.

#### **A: Health and Well-being**

- Identity and self-esteem
- Body image and the media
- Emotional wellbeing
- Physical wellbeing
- Risk and safety

#### **B: Relationships**

- Understanding relationships

SRE (sex and relationships education)

Communication

Media and E-Safety

### **C: Living in the wider world**

Identity, skills and strengths

Citizenship

Careers

Finance and employment

### **Citizenship**

PSHE sessions on citizenship are one of the ways in which the school actively promotes fundamental British values, including:

- an understanding and appreciation of the democratic process;
- an appreciation that living under the rule of law protects individual citizens;
- an understanding of the importance of the independence of the courts in a democracy;
- the understanding that many faiths can co-exist with mutual respectful tolerance
- an intolerance of discrimination.

Some of these issues also feature elsewhere in the curriculum, including in Current Affairs classes in Year 8 and in Religious Studies.

### **Careers Education**

The PSHE programme incorporates careers education, in addition to the careers provision which happens outside PSHE (individual interviews, visits from outside speakers, the organisation of work experience, visits to universities, and so on) Within the PSHE programme, timely and impartial advice is provided for Year 9 and Year 11 pupils to make informed choices about GCSE and AS and A-level courses. Girls are also given the information, tools and advice to make informed choices about a range of careers options, and are encouraged to aspire to fulfil their potential. We consciously work to prevent all forms of stereotyping to ensure that girls from all backgrounds and diversity groups consider the widest range of careers, including those which are often portrayed as primarily for one or other of the sexes.

PSHE has particular links to the following school policies:

- Anti-bullying
- Behaviour & sanctions
- Child Protection
- Drugs Education

## **Sex and Relationships Education (SRE) Policy in the Junior School (Years 5 and 6) and Senior School**

### **Aims**

**Our aims are to:**

- provide support and relevant information to all pupils, parents and staff irrespective of culture and beliefs;
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life;
- equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make healthy, safe and informed decisions;
- reflect the needs of the pupils and build on the content of the school's curriculum.

### **Organisation**

The school's Sex and Relationships Education programme is the responsibility of the PSHE Coordinator in conjunction with the Deputy Head Pastoral and the Head of the Junior School. There is also close liaison with the Heads of Science and Religious Studies to monitor the dovetailing of schemes of work. The programme is delivered through three main outlets:

- The Science syllabus
- The Religious Studies syllabus
- The PSHE programme

The Sex and Relationships Education programme provides information and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

### **Attitudes and Values**

As well as knowledge and information, pupils are encouraged to consider the importance of the following attitudes and values:

- respecting and valuing themselves, both physically and emotionally, as well as others
- showing understanding and sensitivity towards the needs, views and beliefs of others;
- taking responsibility for themselves and for others within their relationships, families, school and the wider community.

Pupils will be encouraged to:

- develop self-reflection and assertiveness;
- learn how to learn from experience and how to assess risk, leading to informed decisions which promote well-being;
- maintain a healthy lifestyle;
- develop good communication skills and the empathy and understanding needed for making and maintaining healthy relationships;
- develop the ability to recognise and avoid prejudice and abuse.

### **Content**

**a) Biological Aspects - taught to all pupils as part of the science curriculum; for further details please see subject schemes of work.**

### **Key Stage 2 (years 5-6)**

- Male and female physical changes approaching puberty
- Basic human reproductive system
- Menstrual cycle
- How babies are made, develop and are born

### **Key Stage 3 (years 7-9)**

- Male and female reproductive system, fertilisation, pregnancy, birth
- Secondary characteristics of puberty
- Contraception and Sexually Transmitted Infections (STIs) (links to PSHE lessons)
- Bacteria and viruses

### **Key Stage 4 (years 10-11)**

- Male and female reproductive system
- Physiological changes; hormones
- Defence mechanisms
- Revisit contraception, STIs, HIV, AIDS (links to PSHE lessons)
- How sex is determined in humans

## **b) SRE Topics delivered through the PSHE programme by a specialist teacher of sexual health education:**

### **Key Stage 2 (Years 5-6)**

- Self-esteem, emotions, feelings and relationships
- Growing up, keeping healthy
- Media messages, making choices
- Parts of the body, body confidence, puberty, menstruation
- Human life cycles, babies, love and marriage (links to Science)

### **Key Stage 3 (Years 7-9)**

- Menstruation, hormones and practicalities in a senior school setting
- Intimacy, love & emotion
- Benefits & qualities of healthy & unhealthy relationships
- Importance of marriage (including for same sex couples), civil partnership, stable relationships
- Rights and the law; consent, respect, values, pressure
- Contraception, STIs, risk, pregnancy
- Difference & diversity: attraction, sex, gender & orientation

### **Key Stage 4 (Years 10-11)**

Girls revisit the above topics and are encouraged to evaluate and develop strategies to support good health and wellbeing, as well as considering:

- Readiness for intimacy & sex and the benefits of delaying
- Pressure, coercion, action & consequence
- Effects of drugs, alcohol and pornography on sexual behaviour
- Family life, teenage pregnancy

- HIV, AIDS

### **Key Stage 5 (Sixth form)**

Many topics are revisited and girls are encouraged to consider and reinforce their own ideas and values, as well as considering:

- Parenting skills
- Fertility, adoption and abortion

At each stage all pupils will be encouraged to consider where to go for advice, support and information, how to select appropriately and how to make informed decisions.

### **c) Topics delivered through the Religious Studies syllabus**

#### **Key Stage 4 (Years 10-11)**

Divorce and remarriage, abortion, contraception, IVF, chastity, celibacy

#### **d) Related topics taught within the PSHE programme (see PSHE scheme for details)**

- Well-being and keeping healthy
- Managing relationships
- Drugs, alcohol and tobacco
- Media and body image
- Self-esteem and identity

**Resources:** A variety of age-appropriate materials is used.

**Reference:** DfE Sex and Relationship Education Guidance 2000

**Withdrawal from SRE lessons:** All parents have the right to withdraw their children from all or any part of the programme.

#### **Monitoring and Review**

The SRE programme will be monitored annually by the Head of PSHE through discussion, meetings and feedback from pupils, staff, parents and governors. Confidential questionnaires are also used to inform future planning and provide evidence of effective teaching and learning.

#### **Confidentiality and Support**

All staff, especially the Director of Pastoral Care, the Head of the Junior School, the Section Heads and the Form Tutors offer pupil support. Further guidance and support is available from our visiting SRE specialist, the school counsellor and Place2Be.

**Note:** Pupils may seek to confide in a teacher (possibly after attending an SRE/PSHE lesson). At the earliest opportunity in a first interview pupils will be made aware that some information cannot be treated as confidential. They should understand that certain disclosures may result in information being passed on in the best interests of the pupil. Please see our Safeguarding Policy.