



PSHE Policy

Updated:	June 2023
Reviewed by:	Robyn Wear, Head of PSHE, Tom Lawrence Vice Principal Academic and Rachel Coward Head of Lower School
Approved by:	Trustees' Welfare Committee, June 2023
Next review date:	June 2025

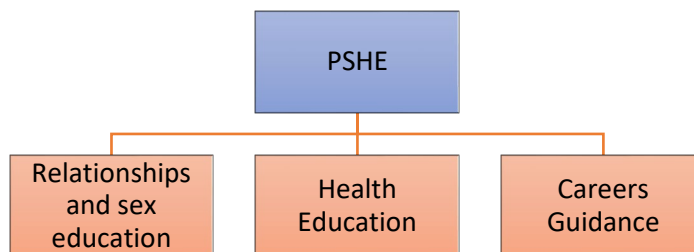
CONCORD COLLEGE

Personal, Social, Health and Economic Education (PSHE) and Relationships & Sex Education (RSE) Policy

1 Policy context and rationale

This policy covers our College's approach to the teaching and learning of PSHE (personal, social, health and economic) education.

While PSHE is compulsory in independent schools, the Independent Schools Standards provide wide discretion to adjust the content according to the school's aim and ethos. The PSHE curriculum focuses predominantly on the delivery of statutory Relationships and Sex Education (RSE) while also covering the optional areas of Health Education and Careers Guidance.



This policy will be reviewed annually by the Head of PSHE and the Vice Principal: Academic, or more frequently as necessary in response to latest guidance and/or feedback from students, staff and parents.

1. Availability of this policy

This policy will be available through the College website once it has been ratified and is available via the Staff Handbook.

2. Policy Development

In addition to being approved by Trustees, this policy will be further discussed in consultation with the staff, parents and pupils of the College, as per the [RSE and Health Education guidance](#) on best practice.

3. Statutory Requirements

As an independent school we must provide RSE to all pupils as per [section 34 and 35 of the Children and Social work act 2017](#).

In developing our RSE programmes, we have followed the statutory guidance in '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'.

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. They must also prepare pupils at the school for opportunities, responsibilities and experiences of later life.

The Independent School Standards 2019 state that schools should have a Personal, Social, Health and Economic Education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Other guidance which informs this RSE policy include:

- Learning and skills act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Careers guidance and access for education and training providers (2021)

Other College policies which inform this policy and the PSHE curriculum include:

- 1.1 Ethos, Aims and Objectives of the College
- 2.3 Assessment Policy
- 2.4 Careers and University Entrance Policy & Procedure
- 2.6 Curriculum Policy
- 2.16 Independent and Active Learning
- 2.32 Tutoring Policy
- 4.1 Alcohol Policy
- 4.2 Anti-smoking Policy
- 4.3 Behaviour and Discipline Policy
- 4.4 Concord College Rules
- 4.4.1 Sexting Incidents
- 4.7 Drugs Policy
- 11.2 Anti-bullying Policy
- 11.2.2 Overview of Sexting Guidance
- 11.16 Safeguarding and Child Protection Policy
- 11.16.1 Preventing Extremism and Radicalisation Policy
- 11.18 Spiritual, Moral, Social & Cultural Development Policy
- 11.19.1 Sexual Violence and Sexual Harassment between Children
- 11.25 LGBTQIA+ Guidance
- 11.26 Healthy Lifestyle Policy for Students

4. Definitions

PSHE stands for personal, social, health and economic education. PSHE helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. It helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

RSE is about the emotional, social and cultural development of pupils, and involve learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity. Rather, it seeks to give students the knowledge 'that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'¹.

Careers guidance supports pupils in developing the career management skills they need to make their own decisions on their future. It does this by providing a clear understanding of the world of work and the educational pathways available to them.

5. Aims and objectives

Our PSHE programme aims to meet the [Ethos, Aims and Objectives](#) of the College.

We also aim to meet all of the statutory requirements outlined in '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'.

Our Careers Guidance aims to meet the [Gatsby Benchmarks](#), an internationally recognised criteria for developing high-quality careers guidance.

The extent to which these aims and objectives have been met will be evaluated using staff and student surveys, student assessment, annual Professional Reviews, observations and audits of PSHE provision.

6. Creating a safe and supportive learning environment

Due to the range and sensitive of issues explored, PSHE involves a combination of sharing information and exploring issues and values. As such, clear ground rules will be established to ensure a safe space for all students to engage in the topics. These ground rules will be developed at the start of each academic year via consultation with students; they will aim to cover key aspects to creating a safe and supportive learning environment, such as:

- Non-judgemental approach with no assumptions made
- Listening to others and remaining open-minded
- The importance of using appropriate language
- Asking questions and seeking help and advice

¹ Page 8, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education, September 2020.

Confidentiality will be maintained where possible, but not if it concerns a Safeguarding or Child Protection concern.

We will ensure that where pupils may be vulnerable and at risk, staff delivering PSHE sessions on sensitive topics will be informed on a need-to-know basis. Students will receive appropriate support from staff and that these concerns will then be passed on as necessary in accordance with the College's Child Protection Policy and KCSIE Part 1.

In our College, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

This policy is informed by the College's safeguarding/child protection policy as it also seeks to ensure caring for the welfare of its students in both preventing and protecting our students from abuse. The Safeguarding and Child Protection policy also mentions the College's PSHE programme and specific legal duties such as Radicalisation and the Prevent Duty are mentioned in both policies.

7. Curriculum

Our curriculum is set out as per Appendix 1 but is subject to adaptation as and when necessary. The curriculum will undergo yearly evaluation from pupils and staff and will be accessible to parents on request.

The curriculum draws its aims from the [Curriculum Policy](#), [Careers and University Entrance Policy](#) and the guidance on best practice in PSHE teaching and learning.

The content of the Lower School curriculum is decided by the statutory and optional requirements of the guidance '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)', the [Careers and University Entrance Policy](#) and the [Gatsby Benchmarks](#).

The overarching aim of the Upper School curriculum is to support the College's aim 'to prepare all students for the challenges of university, of employment and of adult life in the 21st Century' (1.1). The content of the curriculum revisits content of the Lower School and the RSE statutory and optional content, reflecting the need of the new intake who may not have previously received PSHE education; however, it covers the content in a more mature, complex manner to reflect the higher age and readiness of Sixth Form students. It is also shaped by the [Careers and University Entrance Policy](#) and the [Gatsby Benchmarks](#).

The schemes of work will outline the learning outcomes for each unit of the curriculum. The extent to which these learning outcomes have been achieved will be assessed via regular formative and termly summative assessment.

8. Entitlement and equality of opportunity

We recognise the right for all pupils to have access to PSHE education which meets their needs.

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background as well as those pupils with SEND and will be adjusted to enable all students to access the learning.

The pupil and their teachers are supported in this by a Pupil Profile and/or IEP that is provided for our pupils with SEND. The tasks used within lessons can be differentiated and all resources are designed to be SEND accessible, for example by using dyslexic-friendly fonts.

PSHE delivery is designed to comply with the Equality Act 2010. Under the provisions of the Equality Act, the College must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics). Provisions within the Equality Act allow the College 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.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Delivery of PSHE

PSHE is delivered in extended tutor time sessions. In the Lower School these sessions are weekly, run for 40 minutes and are led by tutors. In the Upper School there are 40-minute lessons twice a month; these sessions are also led by tutors.

In addition to the tutor time sessions, Lower School classes will have weekly assemblies led by tutor groups, which will often cover PSHE topics.

The Head of PSHE will also teach a one-hour lesson per term in twilight; these lessons are an embedded part of the curriculum with the content directly linked to the unit taught in weekly lessons.

PSHE can also be taught as opportunities or need arises over the academic year, for example as part of Form 3 Activity Week or New Student Induction. External speakers will occasionally deliver content within both the Lower School and the Sixth Form.

The PSHE curriculum is supplemented by some curriculum subjects, for example the biological aspects of RSE are covered in the Science curriculum. However, content covered by the academic curriculum will still be covered in PSHE lessons as we recognise the importance of revisiting key

content in multiple settings.

10. Roles and Responsibilities

a) The Board of Trustees

The trustee for PSHE is Brian Yates. The Trustee will:

- Approve the PSHE policy and hold the Principal to account for its implementation.
- Monitor the implementation of the policy.
- Be aware of the statutory requirements around PSHE and ensure the College meets all requirements.

b) The Principal

The Principal will:

- Ensure that all staff are informed of the policy and the responsibilities included within the policy.
- Manage requests to withdraw pupils from non-statutory components of RSE and sex education (see section 11).
- Develop the vision for the role of PSHE in the College with the Vice Principal (Academic), Head of Lower School and Head of PSHE

c) Vice Principal (Academic)

The Vice Principal will:

- Develop the vision for the role of PSHE in the College with the Principal, Head of Lower School and Head of PSHE
- Liaise with the Head of PSHE to ensure the PSHE curriculum meets the aims and objectives of the wider College as well as Academic Policies, with a specific focus on the Upper School curriculum.
- Support the Head of PSHE and Heads of House with the management of Sixth Form tutors in ensuring high-quality delivery of PSHE.

d) Head of Lower School

The Head of Lower School will:

- Develop the vision for the role of PSHE in the College with the Principal, Vice Principal (Academic) and Head of PSHE
- Support the Head of PSHE and Heads of Year with the management of Lower School tutors in ensuring high-quality delivery of PSHE.
- Liaise with the Head of PSHE to ensure the PSHE curriculum meets the aims and objectives of the wider College as well as Academic Policies, with a specific focus on the Lower School

curriculum.

e) Head of PSHE

The Head of PSHE will:

- Develop and maintain the vision for the role of PSHE in the College with the Principal, Vice Principal (Academic) and Head of Lower School.
- Monitor, evaluate and develop PSHE policies and schemes in line with the needs of the College and statutory requirements.
- Plan and coordinate the development of high-quality curriculum of PSHE at all levels.
- Liaise with the Vice Principal (Academic) and Head of Lower School to ensure the PSHE curriculum meets the aims and objectives of the wider College as well as Academic Policies.
- Liaise with Heads of House, Heads of Year and tutors to ensure high quality teaching and learning in PSHE.
- Monitor the quality of learning and teaching in PSHE via surveys, work scrutiny and observations.
- Liaise with the Assistant Principal (Professional Development & Systems) in organising training provision for staff.
- Teach PSHE lessons as part of the twilight lessons in the curriculum, when required for cover and on other occasions that the need arises.
- Communicate with parents/carers, guardians and boarding parents to ensure they are informed of the content covered in PSHE, consulted on PSHE policy and aware of their statutory rights to withdraw their child from sex education.
- Communicate with students to ensure they are informed of the content covered in PSHE, consulted on PSHE policy, and given the opportunity to evaluate the programme yearly.
- Introduce new PSHE initiatives to staff when appropriate.
- Meet regularly with the tutor teams to discuss their feelings of effectiveness of the materials and to encourage ownership of the course.
- Evaluate the programme yearly, using external independent bodies where appropriate.
- Liaise and keep up to date with initiatives from the Department for Education, PSHE Association, Sex Education Forum and other outside agencies over promoting the subject and the maintaining excellent practice.
- Book external agencies and speakers to train tutors or teach students where appropriate.
- Prepare relevant documentation and evidence for ISI inspections.
- Attend Heads of Department Committee meetings, Head of House meetings and Head of Year meetings when required.
- Keep Senior Management Team and Trustees updated on the progress of the PSHE programme, highlighting areas of success and potential for future development.

f) Heads of House and Heads of Year

Heads of House and Heads of Year will:

- Liaise with Head of PSHE, Head of Lower School, Vice Principal (Academic) and tutors to ensure high quality teaching and learning in PSHE.

- Provide an opportunity for tutors to discuss PSHE at all tutor meetings and feedback to Head of PSHE.
- Provide cover for PSHE lessons when required.
- Discuss PSHE as part of professional reviews with tutors.

g) Tutors

Tutors will:

- Read the PSHE policy and understand the roles and responsibilities of all staff with PSHE.
- Provide a safe and supportive learning environment for students
- Ensure that the delivery of PSHE follows the model of high expectations in teaching & learning, in line with Academic policies.
- Monitor pupil progress over the unit via formative and summative assessment and adapt teaching as necessary.
- Respond to the needs of individual pupils by adapting resources as necessary.
- Understand the 'personal' aspect of PSHE refers to the personal relevance of the subject matter. Tutors understand that they should not divulge their personal information or experiences when discussing PSHE and nor should they request or discuss the personal information or experiences of students.
- If a safeguarding issue is raised during a PSHE lesson, following the necessary procedures for this in accordance with the school's Child Protection Policy and KCSIE Part 1
- Comment on pupil performance in PSHE in termly reports to parents.
- Model positive attitudes to PSHE and the topics on the curriculum.
- Feedback reflections on PSHE to Heads of Year, Heads of House and/or Head of PSHE.
- Engage in training to develop knowledge and skills in the delivery of PSHE.

Providing a safe and support environment for staff is also incredibly important; if a tutor felt concerned about teaching a PSHE topic, they could discuss the concerns with Heads of House or Heads of Year and Head of PSHE. Depending on the situation, this could then be raised with Head of Lower School or Vice Principal (Academic). The approach taken in these instances will vary on a case-by-case basis.

11. Parents/Carers

The College acknowledge the key role that parents and carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. As a boarding school, guardians and boarding parents also play a pivotal role in the development of students and they will be contacted to the same degree as parents/carers.

All Parents and carers will be:

- Informed of the purpose and content of RSE at the beginning of each academic year via email and encouraged to provide feedback, supporting the development of RSE.
- Given information to support careers guidance at home through termly newsletters.

- Able to discuss any concerns directly with the College via the PSHE email address.
- Informed of their child's progress in PSHE through the termly tutor reports.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, sex education is compulsory for all students.

Requests for withdrawal should be put in writing and sent to the Principal. A copy of withdrawal requests will be stored in SIMS section 12 under Parental Consent. The Principal will discuss the request with parents and take appropriate action. As per the government guidance, they will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Once those discussions have taken place, except in exceptional circumstances, the College will respect the parents' request to withdraw the child.

Alternative work will be given to pupils who are withdrawn from sex education, focusing on Health Education or Careers Guidance. The Head of PSHE will ensure that the education they receive is appropriate and purposeful.

12. Training

Staff are trained on the delivery of RSE yearly as part of September INSET and it is included in our continuing professional development.

The Head of PSHE organises regular CPD to support tutors in the delivery of PSHE content.

14. Monitoring and Evaluation

The PSHE programme will be regularly monitored and evaluated. The views of pupils, parents, carers and teachers will be used to consider changes and improvements to the programme on an ongoing basis.

To ensure consistency and continuity throughout the school, PSHE will be monitored by the Head of PSHE. Most importantly, pupils will be given the opportunity to share their feelings and opinions in class, through discussion and confidential questionnaires.

PSHE Curriculum Overview

Covered in PSHE Lessons:

		Health & Wellbeing	Relationships	Living in the Wider World
Form 3	Form 4	Form 5	6.1	6.2
Friendships <i>Building friendships; positive friendships; unhealthy friendships and bullying; online friendships; determining whether a relationship is unsafe</i>	Internet Citizen <i>Mis/disinformation; data collection; rights and responsibilities online; online risks and how to protect yourself; online grooming; offence of sharing indecent images of children</i>	Careers Education <i>Understanding post-16 options and making choices; understanding post-18 options</i>	Relating to Others <i>Developing friendships; bullying, including cyberbullying; mis/disinformation; developing personal beliefs; British values; the difference between the online and real world</i>	Healthy Living <i>Drugs, alcohol, tobacco and vaping; risk management; how substance abuse impacts sexual behaviour; common types of mental ill health; How to talk about their emotions accurately and sensitively</i>
Puberty and Mental Health <i>How to care for mental health and recognise the signs of mental wellbeing concerns; menstrual wellbeing and fertility; self-examination and screening; the changing adolescent body; personal hygiene</i>	Relationships <i>Healthy relationships; sexual orientation; unhealthy relationships; determining whether a relationship is unsafe; sexual violence; marriage and other forms of long-term relationships; forced marriage; harms of pornography; domestic abuse and coercive control</i>	Relationships & Sex Education <i>Consent; sexual violence; managing sexual pressure and delaying having sex; contraceptive choices; facts around pregnancy including miscarriage; STI; how to access sexual and reproductive health advice and treatment; how substance abuse impacts sexual behaviour</i>	Relationships & Sex Education <i>Healthy & unhealthy relationships; Consent; managing sexual pressure and delaying having sex; contraceptive choices; STI; how to access sexual and reproductive health advice and treatment</i>	Living in Society <i>sexual violence; climate change; the Equality Act; long-term partnerships, including marriage; the characteristics of successful parenting; global concerns</i>
Living in a Diverse World <i>British values; the importance of tolerance and respecting diverse beliefs and identities; the harm of stereotypes</i>	Careers Education <i>Understanding key career terms; challenging common misconceptions around careers; thinking about what you want to do in the future</i>	Study Leave	Study Leave	Study Leave

Covered in Lower School Assemblies:

The science relating to blood, organ and stem cell donation The link between unhealthy eating and health risks Dental health The facts about legal and illegal drugs Addiction and substance abuse How to care for mental health	The roles and responsibilities of parents with respect to raising of children The characteristics of successful parenting Different types of bullying Healthy friendships Determining whether a relationship is unsafe	FGM HBV The Equality Act the importance of tolerance and respecting diverse beliefs and identities the harm of stereotypes
---	--	--