



FARNBOROUGH HILL  
WHOLEHEARTEDLY

# **PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) POLICY AND CURRICULUM – INCORPORATING SEX AND RELATIONSHIP EDUCATION POLICY**

This policy should be read in conjunction with:

- Citizenship Education Policy
- School Counselling Policy

Farnborough Hill is ‘dedicated to educating the whole person within a caring Christian community where each individual is valued. Governors, staff, parents and pupils are involved in a creative partnership which explores life through learning, experience and reflection, and gives a reason for living and hoping’. (Farnborough Hill Mission Statement).

The PSHEE programme aims to promote the spiritual, moral, social, cultural, academic and physical development of each pupil, as well as preparing them for the opportunities, responsibilities and experiences of adult life. The content of the PSHEE programme complements and enhances the academic curriculum and the enrichment provision at Farnborough Hill. The PSHEE programme reflects the National Curriculum guidelines established by the Department for Education.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs via the PSHEE programme, and also during other PSHEE opportunities, such as Assemblies and talks.

Any political views expressed as part of the PSHEE programme are given in a balanced manner. Opposing views are also expressed and explained so that information given is not biased and that pupils can make informed judgments.

## **Aims**

The PSHEE programme aims to help pupils become confident, healthy and responsible, both as individuals and as members of society. It provides pupils with a framework within which they can grow in confidence and become informed, thoughtful, responsible and safe members of society. The PSHEE programme enables pupils:

- to develop their self-knowledge, self-esteem and self-confidence
- to accept responsibility, show initiative and understand how they can contribute to community life
- to play an active role in society
- to develop positive relationships (including sexual ones)
- to respect differences between people
- to develop a healthy lifestyle including a consideration of economic well-being
- to develop an understanding of the spiritual, moral, social and cultural issues that face society
- to distinguish between right and wrong and to respect the law

- to develop respect for democracy and support for participation in the democratic process
- to understand and develop fundamental British values

As a Catholic school we approach these aims within the framework of a Christian education, and therefore we aim to engender growth in self-respect and a sense of self-worth, recognising that each of us is created in the image of God. We aim to develop pupils' spiritual, moral, social and cultural awareness (both PSHEE and Religious Education contribute to this, as well as many other subjects).

The PSHEE programme teaches and develops the following skills:

- how to make informed decisions
- assessing, avoiding and managing risk
- effective communication
- understanding rules, rights, responsibilities and the law
- understanding the individual and their place in society
- acquiring an appreciation and respect for her own and other cultures
- understanding and respect for all people, including those with protected characteristics (Equality Act 2010)
- awareness and appreciation of the global community
- developing self-knowledge, self-esteem and self-confidence, and building resilience

The School actively promotes fundamental British values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs) and they are always taken into account in the planning and delivery of PSHEE lessons and activities.

## **Methodology**

The PSHEE programme is determined and guided by the ethos of the School as expressed by the Mission Statement, the guidelines produced by the PSHE Association (as recommended by the DfE) and available resources.

- Heads of Year are responsible for co-ordinating and developing the PSHEE programme for their Year group or section, assisted by the Heads of Year Assistants at KS3 and KS4 as well as Form tutors in all years. Heads of Year also receive support from the Deputy Head (Pastoral).
- PSHEE is delivered via a range of methods, particularly timetabled PSHEE lessons (at KS3 and in Year 10/Lower Sixth) and PSHEE days (at KS4 and in the Upper Sixth). PSHEE is also, on occasion, delivered during Form Time sessions, particularly at KS3 and KS4.
- At KS3 PSHEE lessons are usually run by the Form tutors, as well as the Head of Year and other staff, such as the Assistant to the KS3 Heads of Year, Matron and the Chaplain.
- At KS4 off-timetable PSHEE days are organised by the Head of Year, involving a range of sessions run by tutors, the Head of Year, the Assistants to the KS4 Heads of Year and other staff, as well as outside speakers.
- In the Lower and Upper Sixth the Head of Sixth Form provides regular PSHEE for the pupils via regular sessions or PSHEE days. PSHEE is delivered by tutors, the Head of Sixth Form or outside speakers.
- The delivery of the PSHEE programme is monitored on a regular basis by the Heads of Year and the Deputy Head (Pastoral).
- There are Heads of Year meetings chaired by the Deputy Head (Pastoral) once every half term and PSHEE is a standing item on the agenda. The delivery of PSHEE is monitored by observations as appropriate or dialogue with tutors and deputy tutors.
- PSHEE INSET is made available several times a year, for example via GSA cluster meetings and GSA CPD courses.

- Where appropriate, PSHEE training for staff is delivered during Staff Seminar Days, either about subjects that will be covered during PSHEE lessons or to tie in with topics that visiting speakers will deliver during the academic year.
- Parents of Years 8 and 9 pupils are invited to an annual Pastoral Evening in the Christmas Term of each year. Parents in other year groups are also invited to PSHEE talks where appropriate.
- The Deputy Head (Pastoral) oversees the PSHEE Budget.

## **Personal, Social, Health & Economic Education in the Sixth Form**

The focus of the PSHEE programme in the Sixth Form is Careers and Higher Education, and guidance for life beyond Farnborough Hill.

*'Careers Education and Guidance is an integral part of the preparation of pupils for the opportunities, responsibilities and experiences of life. Our central concern is preparation of pupils for the choices, changes and transitions affecting their future education, training and life as adult members of society'. (National Curriculum Guidance 6)*

Our programme attempts to promote further development of our pupils in:

**self awareness** – helping each girl to become aware of her strengths, weaknesses, skills, abilities and interests, so that she can begin to define the person she is now and the person she would like to become, and relate this to the world of work.

**opportunity awareness** – encouraging interest in and awareness of all the opportunities available in education and in the world of work. We especially aim to challenge stereotyped attitudes to the areas of work that our pupils may enter.

**decision making** – encouraging the skills required to make informed decisions.

**information handling** – developing the skills of data research and use of research in decision making.

**living with change** – we endeavour to encourage the development of qualities and skills that enable pupils to adjust and cope with significant changes in their lives, including flexibility and self-reliance.

Part of the Sixth Form ethos is one of service to the community. Pupils are given the opportunity to serve on the School Council, take an active part in running the Houses and organising House events, support the work of academic departments and and raise funds for particular charities such as CAFOD. All Upper Sixth girls are allocated an area of responsibility within the School community.

Enrichment is also an important part of Sixth Form life at Farnborough Hill. The programme is both diverse and life enhancing. The pupils may choose two or three activities from a list that includes activities such as pupil tutoring, Listening and Counselling courses, running the in-house radio station, cookery and a range of sporting options offered both offsite and onsite (rock-climbing, golf, horse-riding, etc.). Visiting speakers are regularly invited to the School to share knowledge and experience with pupils (political/religious panels, other professionals, etc) and pupils from other schools are sometimes invited to attend these events. These activities give the Sixth Form pupils additional opportunities to develop their PSHEE and citizenship skills, and to learn more about the world around them.

## **Citizenship (See *Citizenship Education Policy*)**

Citizenship is an integral part of PSHEE and the wider life of the pupils at Farnborough Hill.

There are three main strands to citizenship education:

- social and moral responsibility – both within and beyond the classroom
- community involvement
- political awareness – problems and practices of our democracy, including an understanding of fundamental British values and how to become effective in public life

Citizenship is embedded within the culture and ethos of Farnborough Hill, as well as the curriculum. Aspects of citizenship are considered within curriculum subjects and the skills of enquiry, communication, participation and responsible action are common classroom themes. In addition, citizenship forms part of the tutorial programme for all year groups.

Assemblies and other whole school events offer further opportunities for sharing spiritual, moral, social and cultural values. House activities, such as supporting charities, give the pupils the opportunity to help others and provides global awareness.

## **Sex and Relationship Education**

At Farnborough Hill, we recognise the curriculum entitlement of all pupils to Sex and Relationship Education. We aim to work in close co-operation with parents who are the primary educators in this area. Sex and Relationship Education will help prepare pupils for the opportunities, responsibilities and experiences of adult personal relationships. The Sex and Relationship Education programme provides a well-balanced, comprehensive programme which fulfils the requirements of the 1988 Education Reform Act in that it:

*'promotes the spiritual, moral, social, cultural and physical development of pupils at the School and of society'*

and

*'prepares such pupils for the opportunities, responsibilities and experiences of adult life'.*

- Sex and Relationship Education is taught within a framework of Christian values and the Catholic Church's teaching on marriage.
- The teaching is based on the understanding that love is central to, and the basis of, meaningful relationships.
- Sex and Relationship Education is taught at Farnborough Hill to help pupils explore the meaning and value of life, and to develop an appreciation of the values of family life.
- This programme also helps pupils to reflect on their relationships and recognise the qualities that enable relationships to grow and develop positively, and it provides a forum where pupils can share their concerns, confident that they will be listened to sensitively.
- Sex and Relationship Education is taught by a combination of PSHEE and Science teachers who also draw upon the expertise of the Matron, School Counsellor and the Chaplain. External speakers also deliver sessions on Sex and Relationship Education.
- The Head of RE and members of the Biology Department who teach Sex and Relationship Education attend in service training.
- Sex and Relationship Education is taught throughout the School.

## **Confidentiality**

Members of staff cannot and should not promise total confidentiality. At Farnborough Hill we would hope to create within the classroom an environment of support where everyone feels comfortable about expressing their views and concerns. If a pupil asks for help or advice from any member of staff it should be made very clear that any disclosures may be passed onto the Deputy Head (Pastoral) as the Designated Safeguarding Lead (DSL), the Assistant Head (Head of Sixth Form) as the Deputy Designated Safeguarding Lead (DDSL) or the Head.

## **Child Safeguarding Procedures**

All issues of a safeguarding and child protection nature are referred in the first instance to the Deputy Head (Pastoral) as DSL. If the Deputy Head (Pastoral) is unavailable then referrals are made to the Assistant Head (Head of Sixth Form) as the DDSL or to the Head.

## **Child Withdrawal Procedure**

All parents have access to the School's *Sex and Relationship Education Policy* contained within this *PSHEE Policy*. If parents wish to withdraw their daughter from Sex Education they must write to the Head. Pupils may not be withdrawn from the elements of Sex and Relationship Education that are covered by GCSE examination specifications.

## **Concerns**

Concerns relating to any aspect of the Sex and Relationship Education programme should be made in writing to the Head.

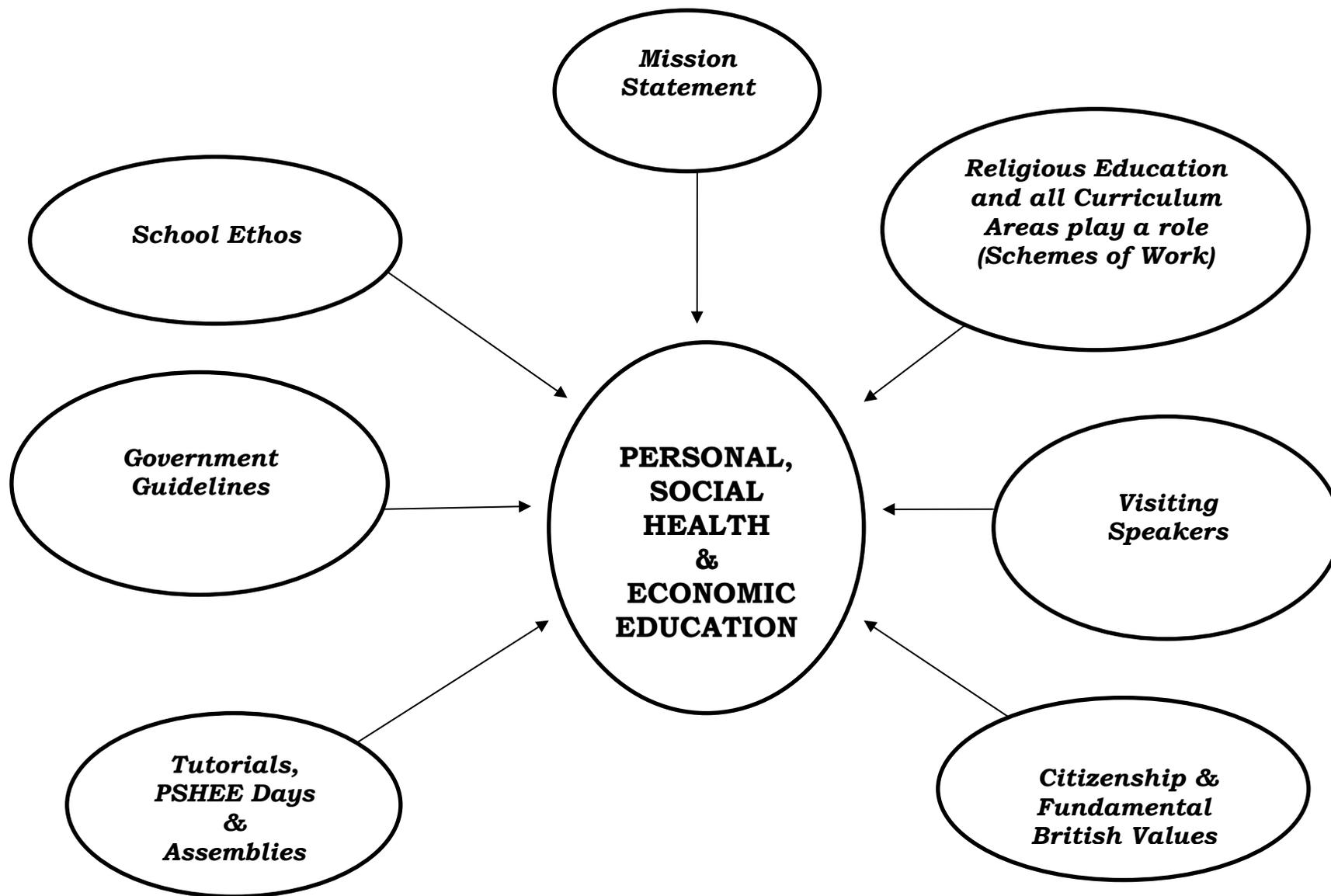
## **Careers**

Careers Education is delivered by the Head of Careers, tutors and external speakers as part of the PSHEE programme. This programme is introduced at KS3 and supports the pupils throughout their school life. Advice is provided to help pupils chose GCSE and post-16 courses as well as, where appropriate, apprenticeships and other vocational pathways. We aim to promote the best interests of the pupils by helping them to know themselves, and how their strengths, weaknesses and interests relate to the world of work. All those delivering careers provision are aware of the need for impartiality and to avoid the pitfalls of stereotyping, so that all pupils are fully informed and can make choices about a broad range of career options to enable them to fulfil their potential.

## **Chaplaincy and Counselling Services**

The School Chaplain fully supports the PSHEE programme. Pupils may visit the Chaplain in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). Pupils may also visit the School Counsellor (on referral), again in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). See *School Counselling Policy*.

**PSHEE AT FARNBOROUGH HILL: CONTRIBUTORY ELEMENTS**



## PSHEE at KEY STAGE 3 and 4

### Core themes

- Health and Wellbeing
- Relationships
- Living in the Wider World

### Overarching concepts

- Identity
- Relationships
- Healthy, balanced lifestyles
- Risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience
- Power
- Career

<b>Core themes at KS3 and KS4</b>	
<b>1 Health and Wellbeing</b>	
-	Managing transition
-	Maintaining physical, mental and emotional health and wellbeing, including sexual health
-	Assess and managing risks to health and safety, and staying, and keeping others, safe
-	Identifying and accessing help, advice and support
-	Making informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
-	Responding in an emergency, including administering first aid
-	The role and influence of the media on lifestyle
<b>2 Relationships</b>	
-	Developing and maintaining healthy relationships
-	Recognising and managing emotions within a range of relationships
-	Dealing with risky or negative relationships, for example bullying and online relationships
-	Consent in a variety of contexts
-	Managing loss, in a range of circumstances
-	Respecting equality and becoming a productive member of a diverse community
-	Identifying and accessing appropriate advice and support in a range of circumstances

<b>3 Living in the Wider World</b>
- Rights and responsibilities as members of diverse communities, as active citizens and as participants in the local and national economy
- Making informed choices and learning how to be enterprising and ambitious
- Developing employability, team work and leadership skills, flexibility and resilience
- The economic and business environment
- The impact of personal financial choices and about rights and responsibilities as consumers

	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Spiritual &amp; Cultural Wellbeing and Citizenship</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Getting to know myself and others</li> <li>• The Farnborough Hill Mission Statement</li> <li>• Changing bodies</li> <li>• Developing a healthy lifestyle</li> <li>• Travel safety and minimising risk</li> <li>• Getting help in emergency situations and first aid</li> <li>• Personal statements</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships – how to be a good friend</li> <li>• Friendships – how to maintain friendships</li> <li>• Keeping safe on the internet and cyber-bullying</li> <li>• Friendships – coping with change</li> </ul>	<ul style="list-style-type: none"> <li>• Target setting</li> <li>• How do I work best (organisation and learning styles)</li> <li>• Revision techniques &amp; study skills</li> <li>• Learning from the November Tests</li> <li>• Managing money</li> <li>• Learning from Reports</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Selection of year charity</li> <li>• Community activities – Community Feast Day cards for Sisters/Senior Citizens’ Christmas Party cards/ Buddies &amp; Nieces activities</li> <li>• School Council talk</li> <li>• Year 7 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Charity Day preparation</li> <li>• End of Year Liturgy preparation</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Thinking for yourself – celebrity culture, the media and peer pressure</li> <li>• Health and wellbeing – vaccinations, local health services and the safe use of prescription/over the counter medicines</li> <li>• Healthy lifestyles: smoking &amp; alcohol</li> <li>• Healthy lifestyles &amp; healthy eating</li> <li>• Personal statements</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Relationships: coping with conflict at school</li> <li>• Relationships: coping with conflict at home</li> </ul>	<ul style="list-style-type: none"> <li>• Revision techniques</li> <li>• Learning from the November Tests</li> <li>• Responsible spending</li> <li>• Target setting</li> <li>• Year 9 option choices</li> <li>• Careers</li> <li>• Types of work, business &amp; enterprise</li> <li>• Take your Daughter to Work Day</li> <li>• Law making</li> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Selection of year charity</li> <li>• Year 8 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• Charity fundraising</li> <li>• End of Year Liturgy preparation</li> <li>• Community activities – Community Feast Day cards for Sisters/Senior Citizens’ Christmas Party cards</li> </ul>

<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Self-image and identity</li> <li>• Media, image, celebrity culture and sex in the media</li> <li>• Perfectionism and self-esteem</li> <li>• Healthy lifestyles: drugs in society</li> <li>• Mental health, self-esteem and dealing with knock-backs</li> <li>• Personal statements</li> <li>• Healthy lifestyles: the importance of sleep and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship and conflict at school</li> <li>• Relationships and family life</li> <li>• Romantic relationships</li> <li>• Internet safety and sexting</li> </ul>	<ul style="list-style-type: none"> <li>• Revision techniques and study skills</li> <li>• Learning from the November Tests</li> <li>• Discrimination, rights and challenging stereotypes</li> <li>• GCSE option choices</li> <li>• Careers</li> <li>• Target setting</li> <li>• Learning from Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• School Council discussions</li> <li>• Duke of Edinburgh discussions</li> <li>• Year 9 Retreat</li> <li>• Year Group Assembly preparation</li> <li>• End of Year Liturgy Preparation</li> <li>• Community activities – cards for Sisters for Community Feast Day</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Self-awareness: promoting and monitoring personal and emotional well-being</li> <li>• Mindfulness: the power of your thoughts</li> <li>• Making the right decisions to keep safe: drugs, alcohol, self-defence</li> <li>• Positive risk-taking and confidence building</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships, group work and teamwork skills</li> <li>• Relationships and sex education: recognising and promoting healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Study skills and revision techniques</li> <li>• Target setting</li> <li>• Careers</li> <li>• Personal finance and budgeting</li> <li>• Respecting others - Holocaust education</li> <li>• Learning from exams</li> <li>• Learning from Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Year 10 Retreat</li> <li>• Year 10 Liturgy preparation</li> <li>• Year 10 Assembly preparation</li> <li>• School Council discussions</li> <li>• Community activities – cards for Sisters for Community Feast Day</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Fostering a positive outlook</li> <li>• Mindfulness: Dealing with stress and building resilience</li> <li>• First aid</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and sex education</li> <li>• Navigating the digital world: risks and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Study skills, revision techniques and exam preparation</li> <li>• Employment: rights, responsibilities and taxation</li> <li>• Work experience</li> <li>• Interviews (CV building and personal presentation)</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Year 11 Retreat</li> <li>• Year 11 Liturgy preparation</li> <li>• Year 11 Assembly preparation</li> <li>• Year 11 Council discussions</li> <li>• School Council discussions</li> <li>• National Citizen Scheme discussions</li> <li>• Parkside summer scheme volunteering discussions</li> <li>• Community activities – Community Feast Day cards for Sisters</li> </ul>

## SIXTH FORM PSHEE PROGRAMME

	<b>Lower Sixth</b>	<b>Upper Sixth</b>
<b>Spiritual &amp; Cultural Wellbeing</b>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Community Feast Day</li> <li>• Sixth Form Service preparation</li> <li>• Lower Sixth Retreat</li> <li>• Lower Sixth Assembly preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of Form Prayer Intentions</li> <li>• Upper Sixth Assembly preparation</li> <li>• Upper Sixth Retreat</li> <li>• Community activities – cards for Sisters for Community Feast Day</li> </ul>
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Self-evaluation and target setting</li> <li>• Drug and alcohol education</li> <li>• Stress management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and target setting</li> <li>• Interview practice</li> </ul>
<b>Living in the Wider World: Careers/Economic Understanding</b>	<ul style="list-style-type: none"> <li>• Careers interviews</li> <li>• Employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil loans/fees and budgeting</li> <li>• Interview practice</li> <li>• Developing careers skills such as resilience and the art of persuasion</li> </ul>
<b>Living in the Wider World: Higher Education</b>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Higher and further education information</li> <li>• UCAS preparation</li> </ul>	<ul style="list-style-type: none"> <li>• UCAS preparation and applications</li> <li>• Pupil life and accommodation</li> </ul>
<b>Living in the Wider World: Citizenship</b>	<ul style="list-style-type: none"> <li>• Selection of Sixth Form charity</li> <li>• Sixth Form leadership responsibilities</li> <li>• Political awareness and current affairs – democracy and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of Sixth Form charity</li> <li>• Establishing leadership responsibilities</li> <li>• Political awareness and current affairs (for example human trafficking)</li> </ul>
<b>Living in the Wider World: Study Skills</b>	<ul style="list-style-type: none"> <li>• Elevate study skills sessions: time management, listening skills, etc</li> <li>• Independent Learning</li> <li>• Strategic revision techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Independent learning</li> <li>• Elevate study skills sessions: Ace your Exams</li> <li>• ‘Coaching for Peak Performance’ workshop developing visions of success</li> </ul>

This policy and the Schemes of Work are reviewed annually by the Deputy Head (Pastoral) and the Heads of Year.

The next review is due in January 2019.