



# RGS SURREY HILLS

## PSHEE Policy

The purpose of this document is to be an umbrella policy for Personal, Social, Health and Economic Education and Citizenship (PSHEE). Other separate School policies should also be referred to including, Relationships and Sex Education Policy, Drugs Policy, Anti-bullying Policy, Behaviour and Behaviour Management Policy, Equal Opportunities Policy and the School rules.

### **1. Introduction**

PSHEE is embedded within the ethos of the School and reflects the aims and values of the School.

The core of PSHEE must be the individual pupil. PSHEE is about what it is to be a person and a 'participatory citizen'. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and contributing members of society.

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities and fulfilment which maturity brings. Through the PSHEE programme the School has a role complementary and supportive to that of the parents.

All pupils are intelligent – but in different ways: we recognise many different types of intelligence: academic, linguistic, physical, logical, artistic, emotional, cultural, moral, spiritual, social. PSHEE is seen as a central core of a good education and our programme aims to develop the last five of these intelligences whilst acknowledging the first five in the full School curriculum.

We accept that pupils will frequently learn – and are encouraged to do so – from one another rather than from a teacher or adult – so time is available for this in discussion and reflection.

Our approach is to encourage, catalyse, support and inspire self-discovery in pupils whilst guiding them to become independent thinkers. We aim to start from the skills, values, attitudes and understanding that they find in themselves already and develop from there.

## 2. Aims of the PSHEE programme

The PSHEE programme is consistent with the School's aims and values. It aims to prepare pupils to be able to make informed decisions, build positive relationships, establish healthy learning habits and to become suitable role models in their later years at the School and beyond.

PSHEE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes pupils' well-being and self-esteem enabling them to take responsibility for their learning and future life choices. Embedded within the curriculum, pupils are taught how to stay safe, based on not only what may happen to pupils in School, but also beyond it. This includes staying safe online and the dangers of cyberbullying and sexting. Given the greater prominence that has been given to mental health in the context of safeguarding, positive mental health and wellbeing is also fundamental to the aims of the RGS Surrey Hills PSHEE programme.

PSHEE is the joint responsibility of the individual, the family, the School and the wider community. Through our PSHEE programme, individual pupils are encouraged to show respect for our common humanity, diversity and the differences between people.

The PSHEE programme aims in particular to enable pupils to:

- value others and feel valued
- respect others and be respected (with particular regard to the protected characteristics under the Equality Act 2010)
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated
- to build self confidence
- to build resilience and focus on positive mental wellbeing
- to build resilience when online • to respect and celebrate difference.

Furthermore, the programme aims to develop pupils to become:

<i>Target characteristic</i>	<i>Relevant PSHEE topics</i>
<b>Reflective Thinkers</b>	Religion, learning skills, relationships, morals, diversity, environment, internationalism, democracy, leadership, bullying
<b>Self-managers</b>	Careers, finance, health, relationships, e-safety, learning skills, personal safety, leadership, bullying
<b>Team workers</b>	Co-operation, diversity, service, democracy, leadership, bullying

<b>Principled actors</b>	e-safety, morals, environment, service, democracy, leadership, bullying
<b>Open minded listeners</b>	Religion, relationships, co-operation, diversity, internationalism, democracy, leadership, bullying
<b>Caring empathisers</b>	Relationships, co-operation, diversity, environment, internationalism, service, democracy, leadership, bullying
<b>Confident communicators</b>	Relationships, co-operation, diversity, internationalism, leadership

### **3. Whole School involvement**

The PSHEE programme extends beyond the classroom to include, for example assemblies and Tutor discussions. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School and the wider community. In particular, the Round Square system, the Syndicate, the Tutor and House system and the many activities arranged support an inclusive, participatory ethos.

### **4. PSHEE in the School curriculum**

All pupils at RGS Surrey Hills School in Key Stages 3 and 4 have allocated PSHEE sessions every week in the mornings, in addition to other non-subject specific time where other PSHEE topics are covered.

The PSHEE programme has been designed in consultation with a variety of relevant professionals. The programme is adaptable and flexible to respond to any situations or needs that arise.

We provide many opportunities to promote pupils' personal and social development through the curriculum, both in and outside of PHSEE lessons, including:

Co-curricular activities; Tutor time; PE and dance; first aid, sex and relationship education, substances education, financial education, Careers education, personal health (physical and mental), bereavement, human rights and abuses including FGM.

### **5. PSHEE outside the curriculum**

Outside of the main curriculum the following add value to PSHEE within the wider School context:

- Assemblies (Year Group and whole School)
- House activities
- House and School elections
- School & House charities
- Cross-curricular projects
- Drama
- School student Council
- Peer education
- Invited visitors

- Tutorials
- Mentoring
- Buddying
- Work with vulnerable pupils
- Whole School events e.g. MAD Week
- Educational visits and School trips
- Residential experiences
- Sports teams & other activities e.g. Sports Leadership

## 6. PSHEE and Round Square

As a Round Square School our PSHEE programme reflects the Round Square IDEALS and acknowledges that we are developing personality as well as intellect.

The Round Square 'Discovery Framework' suggests that the pupils are 'explorers', learning about themselves and thus developing a sense of:

Internationalism  
 Democracy  
 Environment  
 Adventure  
 Leadership  
 Service

In Round Square terms, we aim to facilitate the pupils to discover (and develop) in themselves the following attributes:

- Communication skills: Round Square 'explorers' develop an understanding between themselves by listening to one another's ideas and sharing their own through mutual respectful exchange
- Inquisitiveness: make continuous enquiries in the pursuit of truth. They explore the world around them and seek out their place within it.
- Appreciation of diversity: learn to value the strength and solidarity of an inclusive society
- Ability to solve problems: the confidence to think creatively and arrive at the best solution in the circumstances
- Sense of responsibility: discover in themselves a sense of moral and social duty
- Commitment to sustainability: make a commitment to use the earth's resources to the benefit of future generations
- Tenacity: discover in themselves an ability to persevere when confronted with a challenge, to learn from mistakes and be ready to try again
- Courage: discover in themselves an ability and willingness to confront fear, pain, danger, uncertainty and intimidation
- Self-awareness: to develop an awareness of their personality, values, attitudes, strengths and weaknesses
- Teamwork skills: discover the benefits of working together in pursuit of a common goal
- Inventiveness: develop ideas and creativity, imagination and innovation

- Compassion: discover in themselves a desire and capacity to feel and share another's emotions and perspective.

## **7. Success criteria for PSHEE**

The School aims to promote personal growth with measurable outcomes which include:

- pupils gaining an excellent knowledge of how to live a healthy and safe lifestyle;
- pupils leaving with high quality employability skills;
- the majority of our pupils being confident and articulate, showing mutual respect to each other and above all maturity across the year groups;
- quality of teaching in PSHEE - Lessons will be well planned in advance, allowing for detailed sensitive planning taking into account pupils that may find certain issues difficult, for example those receiving counselling.
- Regular feedback is provided on pupil's progress within class. Teaching is assessed and assessments are used to identify where pupils need extra support and intervention.

## **8. Equal opportunities**

The School ensures that:

- All pupils are given equal access to our PSHEE programme.
- PSHEE is taught in such a way that does not subject pupils to discrimination.
- All reasonable steps are taken to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age and religious and cultural background of the pupils concerned. Whilst RGS Surrey Hills School has a Christian approach in the delivery of both PSHEE and relationships education, all other major world religions are recognised as sources of philosophical and moral wisdom.
- All political issues are taught with a balanced view.

## **9. Parental involvement**

Parents are invited to attend the specific parent pastoral lecture programme. The programme includes for example, the teenage brain, relationships & safer internet, screen dependency, mental health and exam anxiety.

## **10. Sensitive issues Procedure**

Teaching staff deal with issues sensitively and are aware of pupils, through pastoral communication, within their classes that are in vulnerable groups or that fall into other categories within the School.

Where areas to be covered are perhaps more sensitive than others, a key approach to this is the establishment of clear and jointly-agreed positive ground rules for the classroom. These ground rules require mutual respect with a degree of sensitivity and an encouragement to use appropriate language.

When we reach those points in the syllabus which some might find difficult, for example, divorce, eating disorders, bereavement, we follow a clear procedure to ensure that any possible distress is kept to a minimum. If it is felt appropriate, in joint discussion, a pupil may choose to be absent from a particular lesson when a sensitive subject is discussed.

If a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PSHEE the concerns will be shared with the DSL (as stated in School policy for Safeguarding/Child Protection).

### **11. Relationships and sex education**

This Policy should be read in association with the Relationships and Sex Education Policy.

### **12. Risk Taking Behaviours (drugs, alcohol, smoking etc.)**

The intention of the course is that the pupils will be better able to make an informed decision concerning the risks inherent in such behaviour. All material covered is built upon at age-appropriate levels. Elements of the material delivered in this area of the course is delivered by professionals including medical staff. At no point are the pupils actively encouraged to undertake risk-taking behaviour.

### **13. Procedures for Monitoring and Evaluation of the Programme**

Regular meetings of the PSHEE staff occur so as to encourage the routine of best practice. The pupils complete a number of termly baseline assessments and

### **14. Policy Review**

This policy is reviewed on an annual basis by the Deputy Head and Assistant Head Pastoral and the PSHEE team.

### **15. Further Guidance**

Copies of this Policy are available for parents, staff and Governors.

This policy can be made available in larger print or more accessible format if required.

Review date September 2026  
CEL Head Pastoral  
KCO Deputy Head Pastoral

## PSHEE Topics

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health,	<b>Financial decision making</b> The impact of financial decisions, debt,	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure	<b>Exploring influence</b> The influence and impact of drugs, gangs,	<b>Addressing extremism and radicalisation</b> Communities, belonging and	<b>Work experience</b> Preparation for and evaluation of work experience and

	including during periods of transition or change	gambling and the impact of advertising on financial choices	and challenges, including the impact of the media and pornography	role models and the media	challenging extremism	readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Exam Leave</b>