



NONSUCH HIGH SCHOOL FOR GIRLS

PSHE POLICY

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Note: throughout the policy “parents” denotes “parents and carers”

Reviewed and Approved by the Local Governing Body:

4 July 2022

Next Review:

Summer 2025

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body

1. Aims

- 1.1 Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020). At Nonsuch High School for Girls our aim is to empower our young people and enrich their lives to ensure they aspire to take their center stage place in the world.
- 1.2 We want students to enjoy learning in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity.
- 1.3 We strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Positivity, Respect, Integrity, Courage and Endeavor (PRICE)
- 1.4 Our PSHE programme is rooted in our school values of PRICE and aims to: equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions; enable them to support their own wellbeing and form positive relationships within our diverse community. This will aid them in navigating their way through life whilst at school and for the years that follow.
- 1.5 We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.
- 1.6 We continue to tailor our PSHE programme to best reflect the needs of our current students at Nonsuch through:
 - Promoting their spiritual, moral, cultural, mental and physical development
 - Preparing them for the opportunities, responsibilities and experiences of later life.
 - The use of student voice
 - Listening to parents focus groups
- 1.7 The teaching of PSHE supports our school community values of Positivity, Respect, Integrity, Courage and Endeavor

2. Statutory requirements

- 2.1 Despite PSHE being a non-statutory subject, to support all of our students to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. These are outlined in the following PSHE guidance published in September 2021:
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>
- 2.2 Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies *'to promote the wellbeing of pupils at the school'*, we are required to teach the following in secondary schools:
 - Relationships and Sex Education (RSE)
 - Health Education
- 2.3 Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

2.4 You can access our RSE Policy [here](#) which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

2.5 This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

3.1.1 As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked above).

3.1.2 Our Relationships, Sex and Health Education Policy details what we teach, and how we decide on what to teach, in this subject area. This policy can be found [here](#).

3.1.3 Some areas of the RSE curriculum will be taught in Science.

3.1.4 For other aspects of PSHE, including health education, please look at Appendix A (long term curriculum map) for more details about what we teach in each year group.

3.1.5 Having hosted a student consultation in the Summer term of 2020 and pupil focus groups in April 2022, we have built a bespoke curriculum tailored to the needs and lives of our students.

3.1.6 The PSHE Association's suggested curriculum content has also been used as a basis to design lessons and supporting materials for all year groups.

3.1.7 With both of these in mind, the academic year is divided into 6 broad areas of PSHE focus:

- Transition
- Physical and Mental Health
- Healthy Relationships including RSHE
- Personal Safety including e-safety
- The wider world including Careers
- Being a good citizen

3.1.8 All content is delivered at an age and developmentally appropriate level and builds on the areas listed above, year on year.

3.2 How we teach it

3.2.1 All students are timetabled for a 1-hour weekly PSHE lesson

3.2.2 Every half term staff are provided with continued professional development (CPD) in one of the PSHE sessions to ensure equality of high-quality provision. The CPD allows staff to discuss contemporary issues, brainstorm and anticipate questions students may have and how to address them sensitively.

3.2.3 We also use external agencies such as the School Nurse Service, specialists from The Limes College, the Daniel Spargo-Mabbs Foundation and other reputable external

providers. These supplement teachers led lessons with workshops where children have the opportunity to explore key topics in depth through meaningful discussion.

- 3.2.4 Parents and carers are also invited to attend specialist parent/carer webinars that support the work that we are doing and enable parents to engage in conversations at home.
- 3.2.5 Each PSHE lesson is well planned and tailored to the needs of our students at Nonsuch High School. Lessons are created by the Heads of Year and delivered by form tutors.
- 3.2.6 All lessons are in line with our long-term PSHE map of the curriculum (Appendix A) and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.
- 3.2.7 All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us and the needs of our students
- 3.2.8 Paid school membership to the PSHE Association has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.
- 3.2.9 To facilitate students learning in PSHE lessons
 - Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
 - The purpose of each lesson is made clear
 - Appropriate learning experiences are planned in line with our long-term PSHE curriculum map to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery
 - Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding
 - Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios
 - Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all
 - Carefully selected and, where necessary, screened outside visitors may play a role in delivering content.
 - Weekly updates of what is covered in PSHE lessons is provided to parents via the weekly newsletter to support engagement in conversations at home
 - If parents are unhappy with topics taught or wish to withdraw their child from the RSE section of the course then the school engages with open dialogue with parents
 - Parental open evening at the beginning of the school year

4. Roles and responsibilities

- 4.1 The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.
- 4.2 The headteacher is responsible for ensuring that PSHE is taught consistently across the school.
- 4.3 The deputy head pastoral has overall responsibility to ensure that the PSHE curriculum is coherent and responsive to the needs of the students.
- 4.4 Heads of Year are responsible for developing schemes of work and resources
- 4.5 Staff are responsible for:
 - Delivering PSHE in a sensitive way
 - Modelling positive attitudes to PSHE
 - Monitoring progress
 - Responding to the needs of individual pupils
- 4.6 Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect, empathy and sensitivity at all times.

5. Monitoring arrangements

- 5.1 The delivery of PSHE is monitored by the Deputy Head (Pastoral) and the Assistant Head (Director of Sixth Form) through delegation to the Heads of Year. They will monitor the PSHE curriculum in the following ways:
 - PSHE drop ins (quality assurance)
 - Planning scrutiny yearly
 - Pupil voice through focus groups
- 5.2 This policy will be reviewed by Alexis Williamson-Jones Deputy Head Pastoral every three years. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- [Relationships, Sex and Health Education Policy](#)

APPENDIX A: LONG TERM CURRICULUM PLAN

Please see pages 7-10.

	Autumn 1 Transition	Autumn 2 Personal safety	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Being a good Citizen Inc. Active citizenship	Summer 1 Physical and Mental Health and Wellbeing	Summer 2 Living in the wider world
Year 7	<ul style="list-style-type: none"> Transition to secondary school - opportunity and support available What our school culture is Being part of a rights respecting school community An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> How we can stay safe online focusing on abuse and online grooming Our online rights, responsibility and what is the law How we can ensure that we travel safely Students will also complete a lesson of P4C. 	<ul style="list-style-type: none"> Examining what types of relationships we have including families and friendships What a respectful relationship looks like and how we can ensure we have healthy friendships and respect for others We also look at Periods apps and products available 	<ul style="list-style-type: none"> Focus on Raising and Giving Week in school by examining how students can become active citizens. They will look at the rights of a child, refugees, sustainability and food ethics Students will also complete a lesson of P4 	<ul style="list-style-type: none"> Looking at the importance of healthy eating, dental health, hygiene, mental health, exercise and sleep. The importance of first aid and developing basic first aid skills Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> How we can develop Oracy skills through public speaking Looking at the environment and conservation projects How we can budget and use money effectively Developing the student's cultural capital through activities week Students will also complete a lesson of P4C

	Autumn 1 Transition	Autumn 2 Physical and Mental Health and Wellbeing	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Being a good Citizen Inc. Active citizenship	Summer 1 Personal Safety Inc. e-safety	Summer 2 Living in the wider world
Year 8	<ul style="list-style-type: none"> Transition back to school after the summer - opportunity and support available What our school culture is Being part of a rights respecting school community An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> Consider what is emotional intelligence and how we can take care of own mental wellbeing Introduction to how the use of caffeine, tobacco, vaping, drugs and alcohol can affect our physical wellbeing Student will also complete a lesson of P4C 	<ul style="list-style-type: none"> Understanding what consent is, the age of consent and what the law says Healthy relationships: learning about different types of relationships, sexuality, gender identity and handling feeling different. 	<ul style="list-style-type: none"> Focus on Raising and Giving week in school by examining how students can become active citizens Consider our own values and how we can give random acts of kindness How we can be kind to our planet through sustainability Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Understanding the law and being safe with regards to FGM Examining what is cyberbullying and how we can remain safe online Examining social dilemmas and how we could deal with them Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> How we manage and spend money wisely How we can develop Oracy skills through public speaking Developing the student's cultural capital through activities week Students will also complete a lesson of P4C

	Autumn 1 Transition	Autumn 2 Physical and Mental Health and Wellbeing	Spring 1 Living in the wider world	Spring 2 Being a good Citizen Inc. active citizenship	Summer 1 Personal Safety Inc. e-safety	Summer 2 Healthy Relationships Inc. RSE
Year 9	<ul style="list-style-type: none"> Transition back to school after the summer - opportunity and support available What our school culture is Being part of a rights respecting school community An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> Exploring diversity and identifying difference with a focus on Neurodiversity; disability bullying and mental wellbeing Developing an understanding of empathy towards others while learning strategies to improve own self-esteem Consideration of body image and the changing adolescent body Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Opportunity in careers and life choices, career options and goal setting as part of the GCSE options process 	<ul style="list-style-type: none"> Focus on Raising and Giving week in school by examining how students can become active citizens with links to our school in Kipkelion Opportunity to explore the topic of discrimination with focus on immigration Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Introduction to the law into what constitutes sexual harassment and sexual violence How we can stay safe with a focus on FGM Our online behaviour and how this can affect us Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Introduction Sex Education: one-to-one sexual relations, STI's, contraception, pregnancy and abortion Examining the issue of HPV and cervical cancer The viewing of harmful online content specifically explicit sexual material; pornography, sexting and the law

	Autumn 1 Transition	Autumn 2 Physical and Mental Health and Wellbeing	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Being a good Citizen Inc. Active citizenship	Summer 1 Personal Safety Inc. e-safety	Summer 2 Living in the wider world
Year 10	<ul style="list-style-type: none"> Transition back to school after the summer and into GCSE's opportunity and support available What our school culture is Being part of a rights respecting school community An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> Examining the affects that alcohol and drugs can have on young people as they get older and the issues of peer pressure Breast cancer and the importance of self-checks Focusing on strategies to support our mental wellbeing Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> A focus on sexual harassment*, violence and domestic abuse and why these are unacceptable How we can be an Ally to our peers who feel different. Contraception - delivered by the Sutton Nursing Team <p>(* This academic year only – will be covered in Year 9)</p>	<ul style="list-style-type: none"> Focus on Raising and Giving week in school by examining how students can become active citizens Understanding the rule of law and values underpinning British society Understanding the term 'County Lines'; how people can be exploited and how to keep yourself safe Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> The influence and impact of gangs and knife crime Considering how students at 15 and 16 years old can use the Internet safely and examining the pitfalls for young people The dangerous effects of vaping* Students will also complete a lesson of P4C <p>(* This academic year only – will be covered in Year 8)</p>	<ul style="list-style-type: none"> Examining our electoral system and the importance of voting Understanding what skills would be applicable for employment with a focus on entrepreneurship Developing the student's cultural capital through activities week

	Autumn 1 Transition	Autumn 2 Physical and Mental Health and Wellbeing	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Being a good Citizen Inc. active citizenship	Summer 1 Personal Safety Inc. e-safety	
Year 11	<ul style="list-style-type: none"> Transition back to school and what Year 11 has in store, careers introduction - opportunity and support available What our school culture is Being part of a rights respecting school community An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> The science relating to immunisation and vaccination Continued development of drug and alcohol education – making safe choices Mental and emotional wellbeing – dealing with exam stress and anxiety 	<ul style="list-style-type: none"> Developing understanding of different types of positive and healthy relationships focusing sexual exploitation, forced marriage and honour-based violence Introduction of Allyship 	<ul style="list-style-type: none"> Focus on Raising and Giving week in school by examining how students can become active citizens Examining the UN Declaration of Human Rights Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Understanding online safety in relation to gambling hooks and addiction The dangerous effects of vaping* Students will also complete a lesson of P4C <p>(*This academic year only – will be covered in Year 8)</p>	Exam Leave

	Autumn 1 Transition	Autumn 2 Healthy Relationships Inc. RSE (Plus UCAS)	Spring 1 Personal Safety including E-Safety	Spring 2 Independence and Citizenship	Summer 1 Revision	Summer 2 Looking Ahead
Year 12	<ul style="list-style-type: none"> Transition into life as a 6th form student - opportunity and support available Our school culture Being part of a rights respecting school community Growth mindset Organisation for A-levels An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> What constitutes healthy relationships as we get older with a focus on consent and domestic abuse - delivered by the Limes. Examining LGBTQ+ healthy relationships 	<ul style="list-style-type: none"> How students can keep themselves safe; practical session on self-defence Staying safe online with a focus on safety with online dating and picture sharing Examining drugs and alcohol and being safe post-16 Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Examining all things to do with Money; looking ahead to leaving home, student bank accounts, applying for finance and budgeting How you can eat healthily The importance of sleep, exercise and healthy routines Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> A focus on revision skills and how these can be used in practice Managing exam stress and anxiety 	<ul style="list-style-type: none"> UCAS Applications and student logons Personal statement and cultural capital EPQ Presentations GAP Year Talk

	Autumn 1 Transition	Autumn 2 Physical and Mental Health and Wellbeing	Spring 1 Exploring your Brain	Spring 2 Independence and Citizenship	Summer 1 Looking Ahead	
Year 13	<ul style="list-style-type: none"> • Transition into Year 13 - opportunity and support available • What our school culture is • Being part of a rights respecting school community • Growth mindset • Organisation for your final A-level year • An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> • Examining how addiction can affect young adults • How young adults can stay safe on a night out • Examining social dilemmas and how we could deal with them • Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> • Understanding neurodiversity and how we all present differently • Mental Wellbeing strategies • Revision tips and managing exam stress 	<ul style="list-style-type: none"> • Examining all things to do with Money; looking ahead to leaving home, applying for student finance, student bank accounts, applying for finance and budgeting • How you can eat healthily • The importance of sleep, exercise and healthy routines • Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> • Final UCAS discussions on Conditional and Firm offers 	Exam Leave