

PSHE and RSE

Rationale and Ethos

This policy covers our school's approach to PSHE and RSE education. It was produced by Charmian Badger, PSHE Co-ordinator, through consultation with Tania Davidson Deputy Head (Pastoral). Both PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) are compulsory in independent schools, and at Queen Margaret's School for Girls (QM) both are valued for their contribution to an education that goes beyond academic attainment, and prepares the girls for life's opportunities and challenges.

We ensure PSHE and RSE are inclusive and meet the needs of all our pupils, including those with special educational needs and disabilities (SEND) by delivering high quality teaching that is differentiated and personalised. PSHE and RSE at QM fosters gender equality and LGBT+ equality by ensuring all pupils understand the importance of equality and respect and that we, as a school, comply with the relevant provisions of the Equality Act 2010.

Roles and Responsibilities

The PSHE and RSE programme will be led by Charmian Badger, PSHE Co-ordinator and is taught by various members of QM staff. It is supported by Tania Davidson, Deputy Head (Pastoral). Teaching staff will receive RSE training on the statutory content in order to support pupils with their learning.

In line with the statutory requirements, the oversight of PSHE and RSE lies with the governing body. This sits within the Education Committee, which meets termly. The PSHE and RSE Policy is reviewed annually.

Legislation (statutory regulations and guidance)

The Department for Education statutory guidance states that, from September 2020, all schools must deliver relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)
- [Personal, social, health and economic \(PSHE\) education - GOV.UK](#)
- [PSHE Association](#)
- [Keeping children safe in education 2023 - GOV.UK](#)
- [Children and Social Work Act 2017](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Education Act 1996](#)
- [Learning and Skills Act 2000](#)

Engaging Stakeholders and Right to Withdraw

The policy will be available to parents through the school website. We are committed to working with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources and support when necessary. In accordance with the Relationships Education, Relationships and Sex Education and Health Education (RSHE) requirements, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should have a discussion with the Head as soon as possible if they wish to withdraw their daughter from sex education lessons and have an opportunity for the Head to discuss the nature and purpose of the lessons.

Schools should document this process to ensure a record is kept. However, a child may go against parents' wishes to withdraw and attend sex education classes up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. An individual approach will be taken to determine which topics may be perceived to be part of sex education and this depends entirely on the specifics of what will be delivered.

Curriculum design

The curriculum is designed to be two lessons (55 mins) per fortnight for years I-IV and one lesson (55 mins) per fortnight for years V-UVI. All years will take part in one drop-down day. Each drop-down day will be four (90 minute) sessions. This has been designed as a result of direct feedback from students.

Please see appendix 1 for the current academic year's topics. The schedule for the drop down day will be sent to parents. For ease and consistency for the students and lesson planning, the majority of the sessions that parents can request for their child to be withdrawn from are during the drop down day.

RSE and PSHE

Our RSE programme is an integral part of our whole school PSHE education provision and will cover:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe, including FGM and consent
- Intimate and sexual relationships, including sexual health
- Physical health and mental wellbeing
- Menstruation
- The law, including substance misuse.

Our RSE programme is inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. The programme will be planned and delivered

through a combination of teacher led, timetabled lessons and drop-down days with external providers. Our RSE programme will be taught through a range of teaching methods and interactive activities, including teacher led discussions and student led projects. High quality resources will support our RSE provision and will be regularly reviewed, these have been created in conjunction with advice from the PSHE Association and other subject specialists. Selected resources, such as books and film clips, will be used which support and promote understanding. Learning about relationships and sex education in PSHE lessons will link to/complement learning across the school curriculum. Pupils will be encouraged to reflect on their own learning and progress by completing their workbooks and engaging in the lessons. Assessment in RSE will take the approach that student engagement in the content is paramount over graded outcomes. An overview of the learning in each year group can be found in the PSHE year overview.

Queen Margaret's School for Girls draws upon the expertise of the PSHE Association, as recommended by the government for the aspects of PSHE and RSE. QM takes a whole school approach to support our PSHE lessons in areas such as; economic wellbeing and living in the wider world.

Safeguarding

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his/her absence their deputy. Visitors/external agencies which support the delivery of PSHE and RSE will be required to provide the organisation's credentials. QM will ensure that the teaching delivered by the visitor fits with the planned programme and policy. QM will agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering PSHE and RSE through questioning and discussion with students during lessons. Pupils will have opportunities to review and reflect on their learning during lessons by completing various activities and participating in discussions. Pupil voice will be influential in adapting and amending planned learning activities, a pupil survey will be submitted in the summer term and the results will form part of the decision making when setting the structure for the following year. This will be reviewed regularly.

Parents, students and staff will be consulted on an annual basis as to the effectiveness of the PSHE and RSE programme. This may lead to adjustments as to how the programme is delivered, within the statutory framework.

PSHE and RSE will be reported to parents as part of the reporting cycle for their child's year group. This will cover a summary of the topics covered as well as the student's engagement with the programme. The student will be awarded an Attitude To Learning grade in line with our whole school approach to reporting.

Tania Davidson

Deputy Head Pastoral

September 2023

Review Date: September 2024

Appendix I

Please find below an overview of the topics covered in lesson time this year each term. Please note that this may be subject to change.

* Parental right to withdraw from part of the session.

Autumn Term

Lesson	Year I	Year II	Year III	Year IV	Year V	LVI	UVI
1	New School and Friendships	Drug Classification	Healthy and Unhealthy Friendships	Managing Challenges	Balancing expectations	Vaccinations and Immunity	Alcohol and Risk
2	Managing Emotions	Energy Drinks	Risks and Influences Online	Negative Thinking	Stress	Body Image	Coping with Stress
3	Improving Study Skills	Prescription Medication	Peer Pressure	Recognising Mental Ill Health	Unwanted Attention	Dental Hygiene	Self examination
4	Personal Strengths	Assess Risks of Alcohol, Ecigs & Tobacco	Passive Aggressive and Assertive Behaviour	Emotional Wellbeing	Sextortion	Harassment	Sexual Health Services
5	First Aid	Managing Influence	Risks and Gangs	Portrayal of Mental Health	Reclaiming Our Streets	Forced Marriage	Fertility Changes
6	Human Rights	Positive Healthy Relationships	Knife Crime	Stigma and Stereotypes		Exit Strategies	
7	Diverse Society	Gender Identity and Sexual Orientation	Project - Assessment	Relationship Values			
8	Prejudice and Stereotypes	LGBTQIA+	Signs of Concern	Gender Stereotypes			
9	How can I help?	LGBTQIA+ Rights	New Relationships	Safer Online Relationships			
10			Managing Friendships and Relationships	Relationships on screen			

11			Values and Expectations				
12			Mini Project?				

Spring Term

Lesson	Year I	Year II	Year III	Year IV	Year V	LVI	UVI
1	Problem Solving	Careers Research	Employability Skills	Communities and Inclusion	Fertility	Taxes in the UK	Online Safety and Privacy
2	Careers Research	Equality of Opportunity	Personal Strength	Media	Parenthood	Trade Unions	Identifying Appropriate Next Steps
3	Employability Skills	Challenging Stereotypes	Future of Work	Managing Conflicting Views	Managing Changes	Diversity in the UK	Communicating Boundaries
4	Equality of Opportunity	Employment and Money	Values and Aligning Actions	Recognising Extremism and Radicalisation	Parenthood	Toxic Masculinity	
5	Challenging Stereotypes	Setting Goals	Making a Difference	Budgeting	Managing Changes	Hate Crime	
6	Self worth and efficacy	Self Esteem	Family Life Planning	Managing Debt			
7	Positive Relationships	Gender Identity	Homelessness	Online Advertising			
8	Unhealthy Relationships	Challenging Ableism	Conflict Resolution	Gambling and Risk			
9	Media	Challenging Homophobia	Long Term Commitments	Managing Influences			
10	Assertive Communication and Expectations	Challenging Racism	Legal Status of Marriage	Recognising Extremism and Radicalisation			

Summer Term

Lesson	Year I	Year II	Year III	Year IV	Year V	LVI	UVI
1	Healthy Choices	Attitudes Towards Mental	Balancing Work and Leisure	Coercive Friendships	Projects	Projects	Projects

		Health					
2	Importance of Sleep	Daily Wellbeing and Emotions	Informed Healthy Choices	Impact of Drugs and Alcohol*		Projects	
3	Managing Changes	Unhealthy Coping Strategies	Body Image	Decision Making		Projects	
4	Unwanted Contact	Healthy Coping Strategies	Breast Cancer Awareness	Peer Influence			
5	Safe Financial Choices	Online Communication	Employment Rights and Responsibilities	Projects			
6	Budgeting	Recognising Online Grooming	Building Confidence	Projects			
7	Projects	Projects	Projects	Projects			
8	Projects	Projects	Projects				
9	Projects	Projects	Projects				