



PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) Policy for Queen's Gate Junior and Senior School

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Introduction: Statement of Intent

The purpose of the PSHE and the RSE programme at Queen's Gate is to focus on the understanding, skills and strategies needed by our pupils to forge positive and healthy relationships and to manage life, now and in the future. It aims to develop pupils who will be able to make informed choices and responsible decisions as well as building self-esteem, resilience, wellbeing, tolerance, respect, integrity and a sense of fairness. It explores

how to develop a healthy balanced life; it allows the pupils to reflect on their attitudes and to explore complex and often conflicting issues and feelings; and it signposts where to turn for help should the need arise. The programme is designed for pupils who live primarily in London and are part of the international community that is Queen's Gate.

The first four aims of Queen's Gate's PSHE Policy are:

- To create a secure and happy environment in which each girl can realise her academic and personal potential
- To inspire a love of learning
- To extend individual talents and interests
- To encourage the development of self-discipline in an atmosphere where freedom of thought and ideas can flourish

These aims also chime with Education Act (2002) that state that the curriculum as a whole must 'promote spiritual, moral, cultural, mental and physical development' and 'must prepare pupils ... for opportunities, responsibilities and experiences of later life.'

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Section 1

Defining Relationship and Sex Education (included in the PSHE Programme)

Relationships Education teaches the foundations of healthy relationships, focusing on friendships, family relationships, relationships with other peers and adults and relationships with romantic or intimate partners. Sex Education involves learning about sex, sexuality and sexual health. We aim to help our pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs, behaviours and attitudes.

For our Junior School pupils RSE is developmental and lays the foundations for further work; for our Senior School pupils it forms an important part of their individual journeys through adolescence to adulthood. We aim to make the RSE curriculum relevant to all our students, regardless of faith, belief, sexual orientation or gender identity.

RSE is delivered primarily through the PSHE programme as well as through curriculum lessons, assemblies, form times and other school activities.

Pupils will be encouraged to develop healthy attitudes, values and behaviours by:

- Learning the importance of developing individual values and listening to and valuing one's inner voice
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Exploring moral dilemmas and developing critical thinking as part of practising decision-making
- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment

Guiding documentation and sources for this policy

QCA Guidance on PSHEE (including RSE)

DfE Guidance on SMSC 2013

DfE Guidance on Mental Health & Behaviour in Schools 2016

DfE Guidance on Promoting Fundamental British Values 2014

DFE Relationships and Sex Education and Health Education 2019

DFE Prevent Duty Guidance 2015

PSHEE Association

Keeping Children Safe in Education 2024

DFE Behaviour in Schools 2024

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Structure and Delivery of the PSHE programme

In the Senior School PSHE and RSE are delivered primarily through weekly lessons on the timetable for pupils in Years 7-10. Pupils are taught in 35-minute lessons each week. In Year 11 teaching is done via form times, assemblies and the speaker programme. The Sixth Form receive a series of six 70-minute workshops and sessions during the PSHE/ RSE rotation of the Enrichment course and all pupils complete the ThinkMoneyThink Life financial education course.

In the Junior School, in the Younger Years and Key Stage 2, PSHE and RSE are taught by the Form Teacher and Mrs Van Loon, supported occasionally by outside experts. PSHE is taught in discrete weekly, 35-minute, lessons. The PSHE programme throughout the Junior School is based on the PSHE Association's thematic model using the core themes of Health and Wellbeing, Relationships and Living in the Wider World. This also links to the Senior School to ensure there is continuity as pupils progress up the School. From 2023, pupils in Preliminary (Reception) and Transition (Year 1) are also taught the [Think Equal](#) programme in addition to PSHE lessons.

Themes and topics in the programme are also delivered in a variety of other ways throughout the school. These include whole-school assemblies, year-group assemblies, lunchtime events, themed week and form-time activities. Visiting speakers and outside organisations are used, when appropriate, to deliver content and run workshops on specific topics. This helps to vary the programme for pupils so they get messages from a variety of sources and taps into the expertise of individuals and institutions who do focused work and offer high level of specialised knowledge and experience. Lessons in the PSHEE programme use a variety of teaching methods. Sometimes there is a lot of information to share with pupils, much of which they may not have encountered before. As much as possible, lessons are designed to allow pupils to reflect independently and with each other, to explore their views and how they can use their understanding to best effect. Pupils may be given hand-outs to keep, of information we think pupils would like to refer back to or resources they may wish to access.

In the Senior School, all PSHE lessons and sessions are based on core themes that spiral through the Year groups, with topics being revisited in different formats and from different angles in an age-appropriate way. In this way scope can be broadened and challenge increased.

1. Health and Wellbeing (e.g. mindfulness, preparing for examinations, identifying strengths, eating healthily, smoking, alcohol, drugs, contraception and abortion etc.)
2. Relationships (e.g. friendships, bullying, conflict, mediation, sexual relations, consent, FGM, e-safety, diversity, prejudice etc.)
3. Living in the Wider World and personal safety (which includes careers education and financial education as well topics such as body image and the media, careers, economic understanding, human rights, democracy, terrorism and radicalisation etc.)

Similarly, all PSHE lessons and sessions in the Junior School are based on the above three core themes. These may be revisited throughout the year groups in order to embed understanding and to further develop some themes. In Years 4, 5 and 6, specific themes pertaining to RSE are taught by Form Teachers. The PSHE Association's framework of work is followed together with a series of books called 'Telling Tales'. In the Younger Years, the 'Think Equal' books and resources supplement the core PSHE curriculum.

PSHE is an integral part of every aspect of Junior School life – in all subjects, in the classroom, in the park, as we have lunch, move around the school and during PE lessons. PSHE is also inherent to the many extra-curricular activities Junior School children take part in, such as School Council, debating, assemblies and special occasions such as Harvest or Remembrance. The hierarchy of pupil responsibility and the House system embeds PSHE.

Roles and Responsibilities in Relation to PSHE and RSE

In the Junior School at Queen's Gate the PSHE and RSE Programme of Study is planned and monitored by the Deputy Head of the Junior School. In the Senior School at Queen's Gate the PSHE and RSE Programme of Study is planned and monitored by the Director of Pastoral Care and Assistant Director of Pastoral Care.

In the Junior School lessons are taught by Form Teachers and Mrs Van Loon. In the Senior School, timetabled lessons are taught by staff from a range of academic disciplines.

Assemblies, Form Times and other school activities related to PSHE or RSE may be delivered by teaching staff with a special interest in a subject or by external providers.

The Head of Learning Support is responsible for monitoring lessons and conducting observations, with the Director of Pastoral Care, to ensure that lessons, sessions and workshops are accessible and helpful to pupils with SEND needs.

Assessment in Senior School for PSHE and RSE

Pupils in Years 7-10 are assessed twice a year to monitor progress. Assessments focus on giving feedback in three key skills areas of explanation, evaluation and listening and responding.

The Learning Environment and PSHE

PSHE lessons explore topics that are potentially sensitive, sometimes controversial and may touch on areas of pupils' personal lives unknown to the teacher or their peers. For this reason, it is vital that a secure and supportive learning environment is established. Pupils need to feel that thoughts or feelings they share within the lesson will be respected and that they can express their opinions without attracting negative feedback.

Teachers at Queen's Gate work hard with their classes to establish ground rules for classroom discussions and to deliver content in a non-judgemental and factual way which provides scope for young people to ask questions. Pupils must behave respectfully toward each other, not pass on confidential information that is shared and not judge each other for having a different opinion to their own. They also must not 'out' each other if they think something should be shared that hasn't been. Pupils should never feel under pressure, from the teacher or their peers, to share information they are not comfortable sharing. In delivering PSHE lessons, teachers must think carefully about discussions that are best left discussed privately between peers and those that should be discussed more openly as a class. Teachers must also judge carefully the degree to which they share their personal views, considering the moral implications of doing so and ensuring that pupils are well informed so as to form their own opinions.

Teachers of PSHE at Queen's Gate are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration by teachers when planning and teaching lessons.

Guidance on handling sensitive and controversial issues

The law relating to teaching about controversial issues is contained in the Education Act 1996. Section 406 requires school governing bodies, Head Teachers and local authorities to forbid the promotion of partisan political views and to forbid the pursuit of partisan political activities by pupils under 12. Section 407 requires them to take all reasonably practicable steps to make sure that where political or controversial issues are brought to pupils' attention, a balanced presentation of opposing views is offered. If anyone thinks that a school is not complying with these requirements, they can make a formal complaint using the complaints procedure.

Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Indeed, discussion of such issues provides an opportunity for pupils to learn how to recognise bias by evaluating evidence and the perspective of opinion holders. Whilst there is a need for teachers to present a balanced view and offer pupils

different perspectives, this should not inhibit teachers taking a clear stand on issues of racism, homophobia and other forms of discrimination as well as extremist views or those supporting violence.

Queen's Gate's values should be upheld in PSHE/ RSE lessons, as in any other lessons in the school, and topics should be explored firmly within the context of those values.

Guidance on confidentiality

Pupils could make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, are engaging in illegal activity or have been abused. In any of these cases Queen's Gate's Safeguarding and Child Protection Policy and procedures must be followed. It may also be necessary, if the disclosure happened in front of the class or year group, to address the class or individuals in the class, specifically on the importance of respecting that pupil's right to confidentiality so as to head off rumours being spread or that student feeling scrutinised by their peers.

Answering Difficult Questions

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly or immediately, and if a teacher is uncomfortable with the nature of a question, they should decline to answer it at the time or even at all, although a child should never be made to feel uncomfortable for having asked a question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations.

Teachers should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

Religious and Cultural Perspectives

Queen's Gate is an international community and to ensure that PSHE and RSE are relevant for our pupils' discussions and teaching may focus on differing cultural and religious approaches to an issue. Where differing religious or cultural views are explored, facts are presented in an objective and balanced way and pupils will be made aware of the difference between fact, opinion and religious beliefs or cultural perspectives.

Section 2

Themes:

- Relationships
- Living in the wider world
- Health & wellbeing

Junior School PSHE/RSE Programme of Study

	Autumn Term Relationships			Spring Term Living in the Wider World			Summer Term Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people. Families. Feeling cared for.	Recognising privacy. Staying safe.	How behaviour affects us. Being polite and	What rules are. Caring for others' needs. Looking after the	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the	Keeping healthy. Food and exercise. Hygiene routines.	Recognising what makes them unique and special.	How rules and age restrictions help us.

		Seeking permission.	respectful .	environme nt.		commu nity.	Sun safety.	Feelings Managing when things go wrong.	Keeping safe online.
Ye ar 2	Making friends. Feeling lonely and getting help.	Managing secrets. resisting pressure and getting help. Recognisi ng hurtful behaviour .	Recognisi ng things in common and difference s. Playing and working cooperati vely. Sharing opinions.	Belonging to a group - roles and responsibi lities. Being the same and different in a communit y.	The internet in everyday life. Online content and informatio n.	What money is. Needs and wants. Looking after money.	Why sleep is important . Medicine and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help.	Growing older. Naming body parts. Moving class or year.	Safety in different environm ents. Risk and safety at home. Emergen cies.
Ye ar 3	What makes a family. Features of family life.	Personal boundari es. Safely respondin g to others. The impact of hurtful behaviour	Recognisi ng respectful behaviour . The importan ce of self respect. Courtesy and being polite.	The value of rules and laws. Rights, freedoms and responsibi lities.	How the internet is used. Assessing informatio n online.	Differen t jobs and skills. Job stereoty pes. Setting persona l goals.	Health choices and habits. Personal Boundari es (recap) and Private Parts What affects feelings. Expressin g feelings.	Personal strengths and achievem ents. Managing and re- framing setbacks.	Risks and hazards. In the local environm ent. Unfamilia r places.
Ye ar 4	Positive friendshi ps including online.	Respondi ng to hurtful behaviour . Managing confidenti ality. Recognisi ng risks online.	Respectin g difference s and similaritie s. Discussin g difference s sensitivel y.	What makes a communit y. Shared responsibi lities.	How data is shared and used.	Making decisio ns about money. Using and keeping money safe.	maintaini ng a balanced lifestyle. Oral hygiene and dental care.	Physical and emotiona l changes in puberty. External genitalia. Personal hygiene routines. Support with puberty.	Medicine s and househol d products. Drugs common to everyday life.
Ye ar 5	Managin g friendshi ps and	Physical contact and	Respondi ng respectfully to a	Protecting the environme nt.	Learning to communic ate with	Identifyi ng job interest s and	Healthy sleep habits.	Personal identity. Recognisi ng	Keeping safe in different

	peer influence.	feeling safe.	wide range of people. Recognising prejudice and discrimination.	Compassion towards others.	others positively and clearly especially online.	aspirations. What influences career choices. Workplace stereotypes.	Sun safety. Medicine, vaccinations, immunisations and allergies.	individuality and different qualities. Mental wellbeing.	situations. Responding in emergencies. First aid. Importance of Personal Hygiene and Puberty
Year 6	What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.	Expressing opinions and respecting others points of view, including topical issues.	Valuing Diversity and challenging discrimination and Stereotypes	Influences and attitudes to money. Money and financial risks.	Evaluating Media Sources Sharing things online	Es. Human reproduction and birth. Increasing independence. Managing transition.	Attraction to others. Romantic relationships. Civil partnerships. Marriage	Recognising and managing pressure. Consent in different situations.

Senior School PSHE/RSE Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	Transition and Diversity Transition to secondary school, diversity, prejudice, and bullying, sign language	Safety Personal safety in and outside school, including first aid	Local Politics Local councils etc.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Health and puberty Healthy routines, influences on health, puberty, diet and sleep.	Financial decision making Saving, borrowing, budgeting and making financial choices
YEAR 8	Peer influence Healthy and unhealthy friendships, assertiveness, risk taking, gangs, knife crime and drugs and alcohol	Identity and Discrimination Influences, self worth, gender identity, racism and religious discrimination	Digital literacy Online safety, digital literacy, media reliability, fake news,	Your Rights and Citizenship Disabilities and learning difficulties, dealing with ageism, laws and the rights	Healthy lifestyle Immunisations and health checks, allergies, looking after our skin, looking after our eyes,	Staying safe Sexting, mobile phone addiction, child abuse rejection and unhealthy relationships

			online grooming and financial security.	of children, the police.	teeth, ears, feet and backs.	
Y E A R 9/10	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use as well as the impact of drugs on families and society.	Careers and choosing your GCSEs. Personal skills, gender stereotypes in the workplace, developing transferable skills, looking at potential career options. Writing a CV	Financial Education Consumer rights, financial choices	Emotional and Physical wellbeing Mental health and emotional wellbeing, how sports supports mental wellbeing, mindfulness, managing anxiety, managing mood, getting and giving help for mental health concerns.	Respectful relationships Gender and sexuality, pornography, LGBTQ rights, forced marriage FGM and honour based violence	Intimate relationships Relationship and sex education including the family, marriage and cohabitation consent, contraceptive and attitude to pornography

Monitoring and Evaluating the effectiveness of PSHE and RSE

In Queen's Gate Senior School progress in PSHE and RSE are monitored through twice yearly assessment. Neither the Junior School nor the Senior School at Queen's Gate hold end-of-year examinations or formal testing in PSHE or RSE but the learning of pupils as well as the impact and relevance of PSHE and RSE are assessed in the following ways:

- Pupil questionnaires and surveys
- Pupil questioning
- Pupil quizzes

The impact and effectiveness of PSHE and RSE are also effectively measured through careful monitoring of:

- The general behaviour and attitudes of students
- Bullying and other behaviour data
- Safeguarding and welfare data
- Regular, informal feedback on and evaluation of the programme by tutors and pupils
- School Council
- Pupil participation in co-curricular and community-based activities
- Discussions with relevant staff: e.g. School Counsellors, HoYs, DSLs

Section 3

The Parental Right to Withdraw/to request a pupil is excused from Sex Education

Queen's Gate aims to ensure that our PSHE and RSE programme is culturally and spiritually sensitive and appropriate. Under the Children and Social Work Act 2017, parents have the right to withdraw or have their child excused from all or part of the formal Sex Education programme, but they are not allowed to withdraw their child from Relationship Education or Health Education (including puberty and menstruation).

If a parent wishes their child to be withdrawn or excused from sex education lessons, they should first discuss this with the relevant Head of Year, clarifying what will be taught and which aspects they wish their child withdrawn from. Parents are then asked to write a letter to the Principal, formally requesting permission for this to happen. The Principal will likely discuss the concerns of the parent before granting the withdrawal.

If the parent still wishes to have their child withdrawn from Sex Education, the School will comply with the wishes of parents up to and until three terms before the child's 16th birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16th birthday, at which point the child's wishes will be acted upon.

Parents should be aware that issues of reproduction or of a moral and ethical nature may arise from topics in subjects such as Biology and P&R and in these instances, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the RSE programme and it is not, therefore, subject to the parental right of withdrawal.

The school will record requests for withdrawal and pupils who are withdrawn will be provided with meaningful alternative educational activities.

Consultation with parents

Queen's Gate will consult with parents on the contents of this policy when it is amended and updated. Parents will be kept informed of the topics covered in PSHE and RSE each year and invited to review materials or meet with relevant staff should they wish to.

Complaints

We hope that you will not feel the need to complain about the operation of our PSHE and RSE Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedure Policy is on our website. We will send you copies on request.

Associated policies

Anti-Bullying Policy

ICT Acceptable Use Policy – Pupils

Medical Care Policy

Safeguarding and Child Protection Policy

SEND and EAL Policy

SMSC and FBV Policy