PSHE Policy	
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Extent of Policy	Sedbergh School
Policy Owner	Senior Deputy Head (Pastoral)
Review by	September 2027
Governor	Revd Mat Ineson
Frequency of Audit	Annual
Circulation	Teaching staff Parents by request
Publication	Sedbergh School website

Policy Context and Rationale

This policy covers the Sedbergh Compass programme: Sedbergh School's approach to PSHE (Personal, Social, Health and Economic) education. It also references Sedbergh School's Relationship and Sex Education (RSE) Policy. It was produced by the Senior Deputy Head (Pastoral), through consultation with the Head of PSHE/RSE, Heads of Year and the Senior Management Team.

PSHE at Sedbergh School was reviewed and renewed in detail in 2022, and this policy reflects the increased focus we have put on PSHE, known as Sedbergh Compass, at Sedbergh.

We are required to teach RSE as part of the revised Department for Education statutory guidance.

Documents that inform the School's PSHE and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)

- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2026)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Draft Statutory Guidance (2021)

The scheme is planned to reflect the new government guidance. Please see the link for the revised DfE PSHE/RSE full report here: Relationships and sex education (RSE) and health education - GOV.UK

Parents and carers will be informed about the policy through yearly communication from the School. The policy is available to parents and carers through the Sedbergh School website. If you require this policy in any other format, please contact hm@sedberghschool.org.

Policy Aims and Objectives
This policy is informed by Sedbergh's mission statement, which is to nurture each Sedberghian so that they realise their full potential in a unique and rigorous environment of excellence, characterised by committed endeavour, moral purpose and integrity of contribution.

Creating a safe and supportive learning environment
Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment.

PSHE is predominantly delivered by tutors in small groups in single year group and single gender groups (as dictated by the tutoring structure at Sedbergh). This enables clear ground rules to be established to ensure a safe learning environment. Occasionally, where appropriate, different pupil groupings, whole year groups, or the whole School may be involved in the delivery of particular topics, and, again, these are designed to ensure a safe learning environment, delivered by experts in their field.

In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. There are clear links here with the School's Safeguarding Policy, and regular briefings are given to all staff regarding pupil welfare and vulnerabilities, and all staff therefore have the clarity about what is required in such circumstances.

Entitlement and equality of opportunity
We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by taking these differences into account and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all.

Full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Relationships and Sex Education not within the national curriculum science programmes of study.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs through working closely with the Learning Support department where necessary.

Intended Outcomes
Our PSHE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law and tolerance;
- To develop each pupil's ability to economic wellbeing;
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School.

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills.

This policy ensures they will receive a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Teaching and Learning

<u>Principles and Methodology</u>
PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Planning and Timetabling

PSHE at Sedbergh School builds on the programme of study at Casterton, Sedbergh Prep School, but it also is planned so that pupils from a range of backgrounds have a good grounding of all aspects of our PSHE curriculum.

At Sedbergh, PSHE is taught as a 'spiral programme'. This means we have organised learning into a series of recurring themes, each lasting a half term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. These themes are also supported by a carefully planned series of assemblies and expert visiting speakers.

PSHE lessons take place every week in a forty-five minute lesson, Period 1 on Saturdays, taught by pupils' tutors. Class sizes are generally small (6-14 predominantly) and are single-sex. However, some topics can be taught by combining tutor groups, so there is a mix of genders in each class.

On occasions, whole year groups or the whole School may have PSHE sessions delivered by an outside speaker or organisation. Our provision is further enriched by material covered in Assemblies or through sessions timetabled outside the normal PSHE periods.

Below is a summary of the topics taught in each year group throughout the academic year.

SEDBERGH COMPASS: LONG-TERM OVERVIEW — THEMATIC MODEL

Note:

Please take these models as a guide only. The most up to date reflection on the scheme is found in 'Compass Planner' on the Compass Team. This planner is designed to adapt organically to ensure that the topics explored are done so in a holistic and joined up manner, for this reason there has been some movement between the blocks below. Please feel free to contact me with questions at hef@sedberghschool.org

	MT1 Health & wellbeing	MT2 Relationships	LT1 Living in the wider world	LT2 Relationships	ST1 Health & wellbeing	ST2 Living in the wider world
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes.	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Employability skills** Employability and online presence
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism. Online influence and harms of misogyny and negative influences	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Work experience** Preparation for and evaluation of work experience and readiness for work

	MT1 Health & wellbeing	MT2 Relationships	LT1 Living in the wider world	LT2 Relationships	ST1 Health & wellbeing	ST2 Living in the wider world
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Next steps** Application processes, and skills for further education, employment and career progression	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	**Independence** Responsible health choices, and safety in independent contexts	

	MT1 Health & wellbeing	MT2 Relationships	LT1 Living in the wider world	LT2 Relationships	ST1 Living in the wider world	ST2 Health & wellbeing
Year 12	**Mental health and emotional wellbeing** Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies The impact of substance use	**Diversity and inclusion** Living in a diversesociety Challenging prejudice and discrimination, the harms of misogyny	**Readiness for work** Career opportunities Preparing for theworld of work	**Respectful relationships** Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships	**Planning for the future** Exploring future opportunities Post-18 options The impact of financial decisions	**Health choices and safety** Independence and keeping safe Travel First aid
Year 13	**Next steps** Application processes Future opportunities and career development Maintaining a positive professional identity UCAS	**Building and maintaining relationships** New friendships and relationships, includingin the workplace Personal safety Intimacy Conflict resolution Relationship changes	**Independence** Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood	**Intimate relationships** Personal values, including in relation to contraception and sexual health Fertility Pregnancy	**Financial choices** Managing money Financial contracts Budgeting Saving Debt Influences on financial choices	–

Assessment
PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. These assessment objectives can be found in the schemes of work and lesson plans.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. In order to achieve this, pupils complete and annotate a Learning Map for each unit covered, which encourages them to reflect on the content of their PSHE lessons and to identify key aspects of their learning. The Learning Maps are retained and reviewed by tutors to identify any gaps in learning or areas requiring further explanation.

Pupil surveys throughout the academic year encourage pupils to reflect on their learning and provide feedback on the relevance and appropriateness of the Compass programme. The surveys also invite pupils to look ahead to forthcoming topics, identify what they already know and where the gaps in their understanding are in advance. Staff are also surveyed, allowing them to highlight areas of learning where pupils may have struggled or where further support or resourcing would be beneficial. The responses from all surveys are reviewed by the Head of PSHE and are used to inform the planning, content and delivery of future sessions.

Confidentiality and handling disclosures
Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including School Nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the School's confidentiality policy.

More information can be found in the Safeguarding Policy.

Responding to pupils' questions
It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the School's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

Links to other School policies and areas of the curriculum
This policy supports and complements the following other School policies:

- Behaviour, Rewards and Sanctions policy
- Counter Bullying Policy
- Curriculum Policy
- Drugs and Drug Testing Policy
- E-Safety Policy
- Preventing Extremism and Radicalization Policy
- Pupil Equal Opportunity Policy

- Relationships and Sex Education Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

Involving Parents and Carers

Legislation states that parents have the right to withdraw their children from aspects of Sex Education which are not part of the Science curriculum. Any requests of this nature should be addressed to the Headmaster, where a meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the School will respect the parent / carer request to withdraw the child, 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 will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

The Curriculum – Policy Action Points

UNDERTAKING	BY WHOM
• Review this policy on annual basis, including a pupil survey and evaluation to inform planning	Senior Deputy Head Pastoral, with Head of Sedbergh Compass
• Production of relevant and up-to-date resources based on the PSHE Programme of Study	Head of Sedbergh Compass and Heads of Years
• Delivery of PSHE programme	All tutors