



**STONYHURST**  
1999-2019 Celebrating 20 Years of Co-Education

## **PSHE & Wellbeing POLICY**

Written by:	PSHE Coordinator
Date:	September 2020
Approved by:	Head of Compliance & Legal Support
Review Date:	July 2021
Manager responsible for review:	Head of PSHE & Wellbeing

## Introduction

*“The meaning of life is found in giving and receiving love, and, in this light, human sexuality and procreation reach their true and full significance” (Evangelium Vitae, 81)*

*“Be who God meant you to be, and you will set the world afire”  
(St. Catherine of Siena, Theologian, Philosopher & Mystic)*

## Overview

The PSHE programme is an integral and important part of the education programme at Stonyhurst College.

- It aims to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands.
- It aims to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.
- Our scheme of work associated with PSHE is both proactive and reactive, and sets important stall with feedback from student-voice at every stage of annual delivery. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body across the College week to week.

PSHE aims to help our students develop an increased understanding and knowledge of:

- **Health issues:** drugs, sex education, mental health, healthy lifestyle, and work/play balance;
- **Personal issues:** goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer;
- **Social issues:** relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around Fundamental British Values [FBV];
- **Emotional literacy:** supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy.
- **Economic Wellbeing:** managing personal finances, banking, credit lending, interest, etc.

The Department for Education published draft statutory guidance on RSE in Spring 2018, in preparation for the introduction of relationships and sex education (in secondary schools) from September 2020.

This policy should therefore be read alongside the Secretary of State’s 2018 guidance on SRE (until new statutory guidance is published) which Stonyhurst College has given due regard to in the formulation of this policy.

This document uses RSE to include both relationships education and relationships and sex education.

We have been guided in our planning and implementation of RSE by the Sex Education Forum’s ‘**Twelve principles**’ of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017).

We are therefore committed to relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages, and which is intrinsically linked to the Tutorial programme;
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate);
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life;
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

This policy is made available for consultation to the parent and pupil body, professional colleagues and governors. It is our aim to foster a spirit of wider engagement of the College community in shaping aspects of this policy.

However, it should be noted that the College's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum, as it is virtually impossible to meet the values or viewpoints of everyone in the College community.

### The PSHE policy observes the following minimum requirements:

- Sets out an agreed approach to RSE in the curriculum and acts as a management tool to help in future decision making.
- Offers a College-wide statement of intent or beliefs through the aims of RSE.
- Clarifies the College's intended outcomes through the objectives of RSE.
- Informs and reflects practice by considering a wide range of stakeholders' perspectives in shaping the policy, actively seeking student-voice and feedback, and being assessed and adapted as their needs change.
- Specifically it details the content covered and methodology used to enable learning in RSE.

### The policy is used by:

- Teachers, who look to it to guide their lesson planning, and to put boundaries around the issues they can explore with the children and young adults, and the range of ways that these are explored.
- This is of great importance both in terms of guiding teachers and protecting them.
- Parents, who will look to see both the PSHE and specific RSE curriculum content and the values the school is promoting.
- Health professionals, visiting speakers and so on, who need to know the aims, objectives and values which the College's approach to PSHE and RSE promotes, agreed teaching methodologies and boundaries for our work with young people.

## **Diversity and Inclusion**

Our PSHE policy, including RSE, is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

It includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM).

It pays due regard to the concept of equality and legislation relating to it. The College, like all public institutions, has specific responsibilities in relation to equality and protected characteristics. Our PSHE and RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying, in line with the Equality Act 2010.

We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

This policy also sets out clearly how the College's RSE curriculum meets the needs of all of our students, with their diverse experiences, including those with special educational needs and disabilities (SEND). Whilst it should be observed that this policy works for the College, it is important to note that it is the needs of pupils that drives the policy and is paramount, rather than the professional or personal comfort of the adults.

In defining this policy, it has been our aim to provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the College;
- prepares students across the College for the opportunities, responsibilities and experiences of later life.

In framing this policy, we have considered carefully and reflected upon the following points:

- the College's aims and wider mission statement, and the values it promotes and models through its culture and ethos;
- the learning experiences that help our students to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints;
- how the College enables and empowers the students to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

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Policy Section	Initial Guidance/Key Questions Posed	Guidance Outcomes for our PSHE with RSE Policy
<p><b>Rationale and ethos</b></p>	<ul style="list-style-type: none"> <li>• <i>What is the purpose of RSE at Stonyhurst?</i></li> <li>• <i>What is our College's vision for safe and effective RSE?</i></li> <li>• <i>How is this underpinned by our College's values, context, ethos, key principles or faith values?</i></li> <li>• <i>What outcomes have we intended for our students as a result of RSE?</i></li> </ul>	<ul style="list-style-type: none"> <li>• This policy covers our school's approach to PSHE &amp; RSE.</li> <li>• We define 'relationships and sex education' as being sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.</li> <li>• We believe relationships and sex education is important for our pupils and our school because it promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.</li> <li>• We view the partnership of home and school as vital in providing the context the learning experiences that help our students to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints.</li> <li>• We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by seeking our students' views about RSE, so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.</li> <li>• We ensure RSE fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying, in line with the Equality Act 2010.</li> <li>• The intended outcomes of our programme are that all will: <ul style="list-style-type: none"> <li>○ know and understand values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;</li> <li>○ develop student attributes of enablement and empowerment to develop the knowledge, strategies, skills, language and confidence required to behave according to their own values in newsituations.</li> </ul> </li> </ul>

<p><b>Roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• <i>Responsibility for the RSE policy in the College ultimately lies with the governing body. At least one representative of the governing body is part of the working group that develops and reviews the PSHE and RSE policy regularly.</i></li> <li>• <i>What is the PSHE education lead responsible for?</i></li> <li>• <i>What are teachers responsible for?</i></li> <li>• <i>What professional development opportunities will staff receive to support effective RSE delivery?</i></li> </ul>	<ul style="list-style-type: none"> <li>• The RSE programme is led by a coordinator and a lead facilitator, who themselves update the Governors' Education Committee, and are routinely probed through professionally curious questions and requests for explanation on aspects of development around the policy, and feedback from student-voice exercises.</li> <li>• It is taught by a lead facilitator, with specialist intervention at certain times.</li> <li>• The PSHE coordinator is guided by statutory legislation and educational developments in this specific area and appraises the RSE lead accordingly.</li> <li>• Tutors follow up as appropriate with students after taught sessions, seeking student voice and feedback in order to proactively shape the programme to the needs of the students.</li> </ul>
<p><b>Legislation (statutory regulations and guidance)</b></p>	<p><i>Revised Department for Education statutory guidance states that from September 2020, <u>all</u> schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).</i></p> <p><i>This policy notes that it the parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.</i></p> <p><b><i>NB. This section is updated in response to new DfE guidance as it is disseminated.</i></b></p>	<ul style="list-style-type: none"> <li>• The College observes that it is required to teach relationships education/RSE as part of Department for Education statutory guidance. This policy should therefore be read alongside the Secretary of State's 2018 guidance on SRE (until new statutory guidance is published) which Stonyhurst College has given due regard to in the formulation of this policy.</li> <li>• This document uses RSE to include both relationships education and relationships and sex education.</li> </ul>

- The RSE policy supports/complements the following policies:
  - i. Anti-Bullying Policy – 2019-2020 – Campus
  - ii. Equal Opportunities (Pupils) Policy – 2019-2020 – Campus
  - iii. E-Safety Policy – 2019-2020 – Campus
  - iv. Safeguarding Policy – 2019-2020 – Campus
  - v. SEND Policy – 2019-2020 – Campus
  - vi. Teaching and Learning Policy 2019-2020 – College
  
- Documents that inform the school’s RSE policy include:
  - *Education Act (1996)*
  - *Learning and Skills Act (2000)*
  - *Education and Inspections Act (2006)*
  - *Equality Act (2010)*
  - *Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)*
  - *Keeping children safe in education (2020)*
  - *Statutory safeguarding guidance (2018)*
  - *Children and Social Work Act (2017)*

## Curriculum design

- *How is RSE embedded within our PSHE education curriculum?*
  - *How is our RSE curriculum planned and organised?*
  - *How do we use local data to inform the priorities for our programme?*
  - *How do we ensure inclusive RSE that is age and stage (including emotional maturity) appropriate and relevant?*
  - *How do we facilitate our students to assess their own progress, and contribute to the development of the programme?*
- Our RSE programme is an integral part of our whole school PSHE education provision and will cover the following core areas, within which there will be overlap and flexibility:
    1. **Health and Wellbeing**
    2. **Relationships**
    3. **Living in the Wider World**
  - We ensure that RSE is matched to the needs of our pupils by being sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
  - Our RSE programme is planned and delivered through a weekly term-time schedule of talks and workshops which are spiralled and differentiated to the needs of our students in a way that is age and stage (including emotional maturity) appropriate and relevant.
  - Our RSE programme will be taught through a range of teaching methods and interactive activities, which are constantly reflected upon, probed and challenged, including the regular use of student-voice survey to critically determine need and adaptation as required session by session.
  - The PSHE coordinator is actively supported in researching and providing high quality resources to support our RSE provision and which are regularly reviewed in consultation with our RSE lead facilitator.
  - Selected resources, such as film and multimedia clips, will be used which support and promote understanding within a moral/values context and underpin the key strands and themes which we cover as part of our differentiated RSE curriculum.

- Learning about relationships and sex education in PSHE education lessons will link to/complement learning in other curriculum areas such as biological science, philosophy, Religious Studies, Theology General and effective Tutoring.
- Pupils will be encouraged to reflect on their own learning and progress by sharing feedback in tutorial sessions and regular survey and the collection of student-voice feedback.
- An overview of the learning in each year group can be found on our Firefly portal PSHE domain, which outlines session plans and resources for each and every PSHE topic session which takes place, additionally providing follow-up resources for Tutors post-session:
  - <https://stonyhurst.fireflycloud.net/browse-resources/pshe>

## Safe and Effective Practice

- *What key principles do we employ to ensure high quality and effective planning and delivery of RSE lessons?*
- *Key principles include:*
  - *How teachers establish a safe learning environment.*
  - *What ground rules do we use for RSE?*
  - *Why we consider it important to 'distance' the topic from the pupil.*
  - *How our students' questions are answered and how potentially sensitive and/or controversial issues are managed.*
- *What is our shared and agreed protocol for the teaching of RSE?*

- We ensure a safe learning environment by discussing in advance the content of each session, considering parameters and scenarios around the discussions to take place, and through a constant process of critical-friend peer review.
- Teachers and pupils agree ground rules at the outset of each presentation, and student-voice is actively reflected upon, and incorporated in to successive sessions to maintain student trust.
- Distancing techniques are employed where the PSHE lead and RSE lead facilitator consider this to be appropriate.
- Pupils' questions are always answered in the first instance by the RSE lead, supported by the PSHE coordinator, and followed up successively by Tutors, Heads of Playroom and Pastoral Heads.
- Sensitive issues will be handled by the RSE lead, PSHE coordinator supporting, and potential referral to Safeguarding lead and DDSLs, SENDCo, and Health & Counselling services.
- Pupils are able to raise questions anonymously through confidential surveys which follow on from RSE sessions, and which are dealt with sensitively by the RSE lead supported by the PSHE coordinator who acts as a critical-friend with overview.
- All staff teaching RSE are supported through regular training and CPD opportunities, and close liaison with professional services in and out of the College, and the Safeguarding and Health Services teams.

## Safeguarding

- *How do our child protection, safeguarding and confidentiality protocols support safe and effective RSE practice?*
- *How are visitors and external agencies informed of safeguarding protocols and encouraged to be supportive of the College's whole school approach to RSE?*
- *What protocols are in place for students who may be considered vulnerable or 'at risk'?*

- Teachers are aware that effective 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, and are regularly reminded of the disclosure process and our Safeguarding Protocol.
- Teachers consult the Designated Safeguarding Lead and in his absence, the 3 Deputy DSLs.
- Visitors/external agencies which support the delivery of RSE are **always** required to meet in advance with the PSHE coordinator, who is also a DDSL, and are registered on our

		<p>central register or visiting facilitators in line with Safeguarding, Prevent and other protocols as required.</p>
<p><b>Engaging stakeholders</b></p>	<ul style="list-style-type: none"> <li>• <i>How do we work in partnership with parents/carers?</i></li> <li>• <i>What information is given to parents/carers and how is it shared?</i></li> <li>• <i>What curriculum events take place to support parents?</i></li> <li>• <i>How are they be signposted to resources/further support?</i></li> <li>• <i>How are they be empowered to follow-up and support RSE work at home?</i></li> <li>• "Parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science."</li> <li>• <b><i>How we support parents who exercise this right?</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• We are committed to working with parents and carers by seeking opinion from them at certain times through the year, and when particular aspects of RSE are going to be covered, by engaging parental feedback and responding to questions in advance of session with students taking place.</li> <li>• We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through parental forum, specialist speakers and shared resources and links.</li> <li>• We notify parents in advance when Relationships and Sex education is to be taught, and the legal right of parents to withdraw their children from all or part of any RSE provided [with the exception of the biological aspects included in national curriculum science], is respected, with alternative arrangements put in place to supervise students at this these times.</li> <li>• All curriculum resources and supporting documents associated with PSHE and RSE are maintained on the College's Firefly portal: <a href="https://stonyhurst.fireflycloud.net/browse-resources/pshe">https://stonyhurst.fireflycloud.net/browse-resources/pshe</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>How do we engage with pupils so that they can effectively contribute to RSE content?</i></li> <li>• <i>What methods of pupil voice are used to develop the RSE curriculum?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice is collected regularly and used to review and tailor our RSE programme to match the different needs of pupils. This is done by small forum, tutorial groups, hard-copy survey, anonymized digital surveys, opportunities for students to safely feedback individual opinions and concerns to facilitators, but observing the Safeguarding Protocol where this may, in certain circumstances, lead to disclosure.</li> </ul>
<b>Monitoring, reporting and evaluation</b>	<ul style="list-style-type: none"> <li>• <i>How is our RSE provision and content monitored?</i></li> <li>• <i>How is it reported on?</i></li> <li>• <i>How is our RSE provision evaluated and consulted on?</i></li> <li>• <i>What role do our pupils play in evaluating RSE content?</i></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE facilitators, the PSHE coordinator and Tutors engaged with follow-up tutorials around PSHE critically reflect on their work in delivering RSE through regular conferencing, review of resources and session plans etc.</li> <li>• Pupils have opportunities to review and reflect on their learning during certain curriculum lessons, tutorial feedback sessions, and through specific and periodic surveys and focus-group forums.</li> <li>• Pupil voice is <b>fundamentally</b> influential in adapting and amending planned learning activities and subsequent sessions and forums to ensure that the widest range of pupil needs are met and engaged by our PSHE and RSE programme.</li> <li>• THE PSHE coordinator provides periodic in-person feedback, presentation and Q&amp;A response to/from Governors at the Governors' Education Committee group.</li> </ul>
<b>RSE policy review dates</b>	<p><i>As part of effective RSE provision, our PSHE- RSE policy is reviewed at least every 6 months to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.</i></p>	<ul style="list-style-type: none"> <li>• This policy will be reviewed in July 2021.</li> <li>• It will be reviewed by the PSHE Coordinator, in consultation with the lead-facilitator for RSE, other Topic Leads, the HOF-RSE and Governors' through the Governors' Education Committee group.</li> </ul>