

PSHE (LEARNING FOR LIFE) POLICY

The PSHE (Learning for Life) Department aims to take every pupil on a journey to explore their values and belief systems as individuals and as members of the Downe House and global communities. To encourage every pupil to achieve her best by providing opportunities to explore and enhance her personal, social, health and economic well-being and the spiritual and moral values that underpin these, in particular the School code of conduct; to treat everyone, whether younger or older, with the same kindness and respect with which you yourself wish to be treated.

The aims and ethos of the School are reflected in the weekly programme delivered to all pupils from Remove – UV by a dedicated and passionate team of teachers, as set out in the PSHE Departmental handbook and schemes of work, and is further complemented by guest speakers on a variety of topics relevant to well-being and preparing the pupils for the challenges of the 21st century.

The PSHE (Learning for Life) Programme provides a significant contribution to the School's responsibility to:

- Promote children and young people's well-being
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide relationship and sex education
- Promote Equality, Diversity and Inclusion and awareness of the protected characteristics

The ethos of the Department is informed and underpinned by the School's values. The PSHE and RSE programme (known as Learning for Life) aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Students who are living out of the values of individual liberty, rule of law, mutual respect and tolerance. Pupils are also taught explicitly about British values which are defined as: Democracy and the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

These values are taught explicitly through PSHE (Learning for Life), as well as through the School's broad and balanced curriculum in line with the necessary legislation (statutory regulations and guidelines). The Department for Education statutory guidance states that from September 2020 all senior schools must deliver Relationship and Sex Education (RSE).

Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate member of the pastoral team and adhering to the Downe House Safeguarding and Child Protection Policy.

Equality of Opportunity

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND, and will be adjusted to enable all pupils to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

The right to withdraw a child from Sex Education

Downe House respects the rights of parents/carers to withdraw their child from all or part of Sex Education (but not Relationships or Health Education) up to and until 3 terms before their child turns 16.

Parents will be informed by the Head of Learning for Life (PSHE) that Sex Education is to take place and extended the right to withdraw if applicable.

Requests to withdraw should be directed to the Headmistress. The Headmistress will consider this request and discuss it with the parents, and will grant this in all but exceptional circumstances, up until three school terms before the pupil turns 16. At this age, the pupil can choose to receive Sex Education if they would like to. The Head of Learning for Life (PSHE) will be informed if a child has been withdrawn and will keep a record.

This policy makes reference to the following School policies, copies of which can be located on SchoolBase in the 'Documents' section:

- Relationship and Sex Education
- Safeguarding and Child Protection

Assessment

In accordance with the RSHE statutory guidance and the latest ISI guidance, teaching in Learning for Life systematically assesses pupils. Teachers then use that assessment to plan and modify provision for the students. In Learning for Life, there is the same high expectations of the quality of pupils' work as for other curriculum areas. Assessments are used to identify where pupils need extra support or intervention, and this can then be put in place as necessary. A wide range of assessment methods are used to monitor pupil progress including written assignments, verbal feedback and self-evaluations. Regular feedback is provided on pupils' progress both to the students via teacher feedback, and to parents via regular progress reporting throughout the academic year.

PSHE (Learning for Life) overview

The National Curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. This overview follows guidelines by the PSHE

Association covering the three core themes within which there is broad overlap and flexibility: 1) Health and Wellbeing, 2) Relationships and 3) Living in the Wider world.

	Michaelmas Term	Lent Term	Summer Term
Remove	<p>Transition to Downe House: coping with boarding, prep, time management, homesickness</p> <p>Promoting self-esteem: friends and friendships including popularity, peer pressure & equality</p> <p>Healthy Lifestyles: diet and nutrition</p> <p>Diversity and equality</p> <p>AS Tracking</p>	<p>Managing puberty: emotions, feelings, romance and relationships, including LGBTQ+</p> <p>Diversity, prejudice and bullying – including online safety and social media</p> <p>AS Tracking</p>	<p>Multisensory learning</p> <p>Promoting responsible behaviour, positive attributes and the risks of smoking and vaping, drug and alcohol misuse</p> <p>Living in the wider world: issues such as, climate change, ethical financial decisions</p>
LIV	<p>Multiple intelligences</p> <p>Puberty revisited including period poverty</p> <p>Discrimination and stereotypes</p> <p>Mental health and understanding our emotions</p> <p>AS Tracking</p>	<p>Resilience, managing peer influence and toxic friendships, conflict resolution</p> <p>introduction to sexuality and consent</p> <p>AS Tracking</p>	<p>One term in France. (subject to Covid-19 restrictions)</p>
UIV	<p>Transition to the Upper School/DH: managing independence</p> <p>Mental health and emotional well-being, including body image, power of the press & social media</p> <p>Diversity – including racism, disability, homophobia</p> <p>AS Tracking</p>	<p>Understanding higher education and future aspirations – choosing GCSE options</p> <p>Relationship and sex education: managing periods, healthy relationships, consent, contraception, risks of STIs, sexting and pornography</p> <p>AS Tracking</p>	<p>Assessing the risks of drug and alcohol misuse and addiction</p> <p>Managing peer pressure in relation to drug misuse, risky behaviour</p> <p>Exploring mental health and mental illness including self-harm</p>
LV	<p>Lifestyle and Healthy Eating; myth busting the fads, creating the right</p>	<p>Tackling relationship myths and expectations</p>	<p>British values, human rights and community cohesion – challenging</p>

	<p>balance, critiquing the Apps and marketing of food products</p> <p>Mental health and well-being: self-harm, coping with stress, change, grief and bereavement</p> <p>AS Tracking</p>	<p>Managing romantic relationship challenges: recognising consent versus coercion, respect in relationships and issues of sexual harassment and abuse</p> <p>Developing parenting skills, understanding the consequences of teenage pregnancy</p> <p>AS Tracking</p>	<p>extremism and radicalisation</p> <p>Eco – Matters: understanding our responsibility to the planet, protecting the future</p>
UV	<p>Personal values and assertive communication in intimate relationships, understanding our bodies, recognising and reporting abuse.</p> <p>Feminism and Women's rights</p> <p>AS Tracking</p>	<p>Human Rights issues –</p> <p>The sex trade</p> <p>Medical Ethics</p> <p>Toxic Masculinity</p> <p>Crime and Justice</p> <p>Animal Rights</p> <p>Gambling</p> <p>Artificial Intelligence</p> <p>AS Tracking</p>	<p>Revision/study leave – no lessons</p>
LVI/UVI	<p>In the Sixth Form, our PSHE and RSE education continues with a selection of age-appropriate lectures and workshops, developing the students' knowledge of topics which were covered in the programme lower down the school, but also introducing some new topic areas which become more relevant to Sixth Form students. The programme is regularly reviewed, via student feedback, and updated by staff to ensure it is kept relevant and applicable.</p>		

Revision History:

Revision	Date	Description of changes	Requested By
	February 2020	Implemented	Genevieve Ford
	February 2021	Reviewed- Sixth Form content updated	Genevieve Ford
	February 2022	Reviewed- paragraph on the right to withdraw a child from Sex Education rewritten. Added a paragraph on assessment and a bullet point on the promotion of EDI through LfL.	Genevieve Ford

Review Leader: Deputy Head (Pastoral)
Reviewed: February 2022
Next Review: February 2023