



SHERBORNE GIRLS

PSHEE and RSE Policy

Approving body: Education Committee

Owner: Deputy Head Academic

Authors: Head of PSHEE, DSL

Executive Summary

This policy is for general readership and outlines the role which Personal Social Health and Economic Education (PSHEE) plays within Sherborne Girls. This policy also outlines the approach to Relationships and Sex Education (RSE) which is taught as part of the PSHEE programme, including information about the right for a pupil / their parent(s) to request for them to withdraw from Sex Education.

Date of Review: Michaelmas 2025
Date of Approval: 3 December 2025¹



Issue Number: 3
Review Due: Michaelmas 2026

¹ Approved by SLT, pending ratification by the Education Committee.

Contents

Introduction.....	2
Aims and Objectives	2
Curriculum Presentation	3
Cross-Curricular Links	3
Planning and Staffing of PSHEE.....	4
Different Teaching Environments	4
PSHEE and Study Skills	4
Relationships Education	5
The right to withdraw a child from Sex Education	5
Equality of Opportunity	5
Pupils with SEND.....	5
Pupils who identify as LGBTQIA	5
Sensitive or Contentious Topics	6
Appendix 1: Summary of Changes in Issue 3	6
Appendix 2: PSHEE Programmes of Study	7

Introduction

Personal, Social, Health and Economic Education (PSHEE) plays a fundamental role in the personal, social and health and moral development of every pupil at Sherborne Girls ('SG' or 'the School'). The PSHEE curriculum supports our development of Character Education, embedding the virtues of our School community. The main aims and objectives are to teach **facts**, help pupils to understand **concepts**, enable pupils to acquire **skills**, encourage pupils to develop informed **opinions** and **attitudes**, and to nurture a set of core **values**.

PSHEE contributes significantly to all five national outcomes for children which seek to ensure that young people are:

1. Active and healthy with physical and mental well being
2. Achieving their full potential in all areas of learning and development
3. Safe and protected from harm
4. Able to have economic security and opportunity
5. Connected, respected and contributing to their world

Aims and Objectives

Through the delivery of the PSHEE curriculum the School:

- develops self-awareness among pupils;
- ensures the pupils develop an understanding of others;
- teaches pupils about healthy lifestyles;
- enables pupils to learn right from wrong;
- helps pupils to develop control over their lives;

- fosters self-esteem across the pupil body;
- provides pupils with a greater awareness of global issues;
- helps pupils to avoid risky and anti-social behaviour;
- helps pupils develop strategies to prevent Radicalisation;
- helps pupils understand what constitutes healthy relationships;
- teaches pupils about the different types of abuse, including child-on-child abuse;
- provides pupils with factual information about sexual relationships;
- equips pupils for the future.

The programme of study for PSHEE is outlined in [Appendix 2](#).

Curriculum Presentation

The PSHEE curriculum at SG is delivered through five ‘drop down’ mornings across the academic year, providing a wealth of opportunity for a variety of teaching methods which include, but are not limited to:

- audio/visual presentation
- circle time
- discussions/debates
- “Question time”
- questionnaires
- quizzes
- research/projects/presentations
- role play
- surveys
- visiting speakers
- workshops with Sherborne Boys

Through experiencing various methods of teaching and different channels for learning, the pupils are introduced to lateral and critical thinking, self-assessment ,and self-reflection.

Cross-Curricular Links

PSHEE lessons complement many other areas of the academic curriculum, including:

SUBJECT	PSHEE TOPIC
Art and Design/ Design and Technology	media and real life are not the same, peer pressure, consumerism
Food and Nutrition	healthy eating, balanced diets, nutrition value of food, hygiene
English	reading as part of a mental health toolkit, news and global issues, communication and negotiation
Geography	fair trade, consumerism, geopolitics, environment
History	combatting ‘-ist ‘ language , Apartheid/Civil Rights movement, law

SUBJECT	PSHEE TOPIC
Maths	financial literacy, economic issues, managing money, budgeting, money matters
PE	health and fitness, teamwork, fair play, healthy body/healthy mind, barriers to female participation
RS	prejudice, abortion, euthanasia, disability, bereavement, morals, conflict resolution
Science	drugs, alcohol, smoking, vaping, safer sex, climate, pollution,

Planning and Staffing of PSHEE

All teaching staff participate in the delivery of the PSHEE curriculum through five ‘drop down’ mornings across the academic year. Staff are grouped into three areas according to their subject knowledge and wider skillset; Living in the Wider World, Health and Wellbeing, and Relationships. The lessons are planned by the Head of PSHEE who utilises resources from trusted providers such as the PSHE Association, Association for Character Education and Unifrog, which are then tailored to Sherborne Girls specifically. These are then delivered by staff in the specialist areas, who will also add extra content to enhance the learning of their classes. There are regular drop-in sessions with the Head of PSHEE and coaching from experienced staff for those teachers who require support in their PSHEE lesson delivery. Opportunities for continuing professional development are communicated to the staff body and individuals as and when they arise, including use of the PSHE Association On-Demand CPD service.

Different Teaching Environments

The ability to use a variety of locations (e.g. the Health Centre, the Beddington Lecture Theatre, House Drawing Rooms, School Hall, Library, Gransden Hall, classrooms, Oxley Sports Centre and the outdoors) is a great advantage when delivering the PSHEE syllabus at SG. As part of our ‘Separate Yet Together’ approach with Sherborne Boys, we also have the opportunity to gather together for lessons and programmes where relevant. We also have exceptional facilities for hosting visiting PSHEE speakers and providers.

PSHEE and Study Skills

L4 (Year 7) to U6 (Year 13) are taught key study skills in their PSHEE modules, and through programmes of study with visiting speakers. Study skills include:

- Revision techniques: use of the library and effective use of resources
- Different methods of learning, planning, organising and presenting work;
- Time management;
- Problem solving;
- Analysing information and learning relaxation techniques in order to relieve exam stress;
- Managing stress and moments of poor mental health.

Study skills sessions are placed at suitable times in the academic year to support the pupils’ needs, thus providing each pupil with the resources required to continually develop their own academic ability and approach.

Relationships Education

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2021\)](#) states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The statutory guidance gives schools the freedom to deliver the content in the context of a broad and balanced curriculum. At SG we deliver RSE predominantly as part of the timetabled PSHEE programme to pupils from L4 (Year 7) to U6 (Year 13). In addition, our experienced Heads of Year, Housemistresses and Housemasters (HMs) supplement the PSHEE content taught during lessons through year group meetings and 'drawing room sessions' which seek to aid with discussion in difficult areas.

The right to withdraw a child from Sex Education

Parents/carers and guardians have the right to withdraw their child from all or part of the Sex Education programme (but not Relationships or Health Education) up to and until three terms before their child turns 16. The School respects this right.

Parents will be contacted by the Head of PSHEE and informed that Sex Education is to take place and extend the right for them to withdraw their child if they feel it appropriate. Requests to withdraw should be directed to the Head. The Head will consider any request and discuss it with the parents. Such requests will be granted 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, or remain withdrawn. The Head of PSHEE will be informed directly by the Head if a child has been withdrawn and will keep a record.

Equality of Opportunity

Classroom practice and pedagogy at SG take into account pupils' age, ability, readiness, cultural background, and Special Educational Needs and Disabilities (SEND), and is adjusted to enable all pupils to access the learning. PSHEE and RSE are used as a way to explore and celebrate diversity within the school community and wider world and to ensure equality for all. PSHEE 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.

Pupils with SEND

The School ensures that RSE is accessible for all pupils through quality teaching that is differentiated and personalised. The School is mindful of preparing pupils for 'adulthood outcomes', as set out in the SEND code of practice when teaching RSE to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

Pupils who identify as LGBTQIA

In teaching RSE, SG will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBTQIA issues into all relevant parts of the broader RSE curriculum. RSE is fully inclusive and relevant to those who identify as LGBTQIA. In order to support this, all L5 (Year 9) pupils also receive a session on Equality from one of our LGBTQIA leads.

Sensitive or Contentious Topics

PSHEE staff communicate with the HMs and tutors regarding any sensitive or contentious topics to ensure that the specific needs and circumstances of pupils are considered and where necessary, adjusted for. Each case is discussed on an individual basis in order to allow pupils to engage with the curriculum in a carefully thought out, supportive and timely manner. The pupils' needs are continually at the forefront of everything the School does within PSHEE.

As well as the above objectives the School also strives to have a PSHEE programme which benefits the changing demands of the pupil body, ensuring the best preparation for their life beyond SG.

Supporting documents

This policy has been written with consideration of the following School documents:

- Anti-Bullying policy
- Equal Opportunities policy (pupils)
- Guidance on supporting transgender pupils
- LGBTQIA policy
- SSG Safeguarding and Child Protection policy
- Spiritual, Moral, Social and Cultural (SMSC) Development policy
- Pupil Wellbeing policy
- Visiting Speakers policy

To request a copy of any of the documents listed above please contact the Policies, Inspection and Strategy Coordinator: policies@sherborneschools.group

Appendix 1: Summary of Changes in Issue 3

- Significant rewrite of the approach to planning and staffing of PSHEE
- Programmes of Study updated in Appendix 2 to reflect new 'drop down' approach.
- Minor stylistic improvements throughout.

Appendix 2: PSHEE Programmes of Study

Programmes of study are subject to change due to the way that PSHEE content responds to current themes, and the needs of year groups across the academic year.

No. of groups	Lesson no.	L4 1 (by Eng)	L4 1 (by Eng)	L5 5 (by Eng)	M5 5 (by Eng)	US 6 (by Eng)	L6 5 (by House)	US 5 (by House)	
Living in the Wider World	1	Recognising and preventing bullying	Developing your leadership skills	Recognising strengths in ourselves and others	Navigating social influence and pressure	Gambling: risks, consequences, and safety	Acknowledging skills and assets	Financial choices: working and earning	Living in the Wider World
	2	Media literacy: staying safe online	Media literacy: interpreting information online	Social influences: tackling peer pressure	Staying safe online: protecting your personal data	Staying safe online: misinformation and extremism	Staying safe: setting boundaries online and misinformation	Respectful relationships: meeting new people and valuing differences	
	3	What is diversity?	Overcoming conflict and finding forgiveness	What is good communication?	Know your rights: the Equality Act 2010	Financial choices: managing finances in the world of work	Staying safe: protecting your finances	The role of constructive criticism	
	4	Managing risk: looking after your personal safety	Gambling: the facts	Financial choices: budgeting, saving, debt	Challenging prejudice and discrimination	Study skills and revision	Understanding cultural identity and cultural competency	Study skills and revision	
	5	West Activity	Challenging gender stereotypes	Social influences: young people and gangs	Taking others' perspectives	Study skills and revision	Staying safe: dangerous and emergency situations	Study skills and revision	
Relationships	1	Growing up: physical and mental changes	Sexuality and gender identity: an introduction	Contraception and health	Changing relationships: managing your feelings	Sexual health: preventing and treating STIs	Pregnancy and parenthood	Understanding inclusion	Relationships
	2	Understanding menstruation	Spotting unhealthy and abusive relationships	Relationships and conflict	Pregnancy	Understanding pornography	Respectful relationships: trust and intimacy	Consent matters	
	3	Coping with change: bereavement, divorce and separation	Consent: what is it and why is it essential?	Sex, relationships, and the media	The impact of relationships and navigating conflict in relationships	Understanding consent and intimacy: offline and online	Staying safe: recognising harassment and abuse	Understanding forced marriage	
	4	What makes a healthy relationship?	Recognising and preventing discrimination	Sex and consent online	Sexuality and gender identity: cont.	Study skills and revision	Sexual health	Study skills and revision	
	5	Understanding marriage	West Activity	Family life: parenthood and caring	Sexual health: focus on contraception	Study skills and revision	Respectful relationships: ending relationships and Rights and Responsibilities: marriage and civil partnership	Study skills and revision	
Health and Wellbeing	1	What is mental health?	Healthy lifestyles: exercising for physical and mental wellbeing	Healthy lifestyles: health services, self examination and vaccination	Alcohol: risks, consequences, and safety	Managing our health: services and support	Body enhancement	Leaving home: building a healthy lifestyle	Health and Wellbeing
	2	Healthy lifestyles: maintaining a balanced diet	Mental health: talking about our emotions	Addictive substances: legal and illegal drugs	An introduction to body image	Illegal drugs: risks, consequences, and support	Staying safe: alcohol and binge-drinking	Mental health: accessing support	
	3	Smoking and vaping: risks and consequences	Self-esteem and confidence	Mental health: developing coping strategies	Managing risk: unsafe and emergency situations	Mental health: revisited	Staying safe: exiting aggressive social situations	Staying safe: recreational drugs	
	4	Social media and mental health	Healthy lifestyles: taking responsibility for your physical health	Healthy lifestyles: achieving balance	Health-related choices: aesthetic procedures	Study skills and revision	Substance addiction: how to seek help	Study skills and revision	
	5	Female genital mutilation (FGM): facts and risks	Addictive substances: alcohol	Health-related choices: blood, organ and stem cell donation	What is a healthy lifestyle?	Study skills and revision	Intersectionality, marginalisation, and privilege	Study skills and revision	