



## Merchant Taylors' Schools, Crosby

# PSHE Policy

<b>Policy Owner</b>	Head of PSHE PHSE Lead, Stanfield
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## 1 Aims

This is the Curriculum Policy of Merchant Taylors' Schools, Crosby (the School) and covers all pupils at Stanfield and the senior schools.

The aim of the PSHE at Merchant Taylors' School [MTS] reflects the School's aims to prepare every pupil for life in an ever-changing world and contribute to the pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, and safety.

In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

Specifically, the aims of this policy are as follows:

- 1.2.1 that the curriculum offers personal, social, health [physical and mental], and economic education which reflects the School's aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act [2010], and that everyone has at least some protected characteristics included in that list.
- 1.2.2 subject learning is delivered through teaching that will enable all pupils to make good progress according to their ages and abilities, and equips them with knowledge, understanding, attitudes and practical skills to live healthy [physical and mental], safe, productive, fulfilled, capable and responsible lives;
- 1.2.3 enable pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future;
- 1.2.4 that the curriculum and associated schemes of work consider the ages, aptitudes, and needs of all pupils, including those pupils with an EHC Plan, and that progress is properly assessed as part of a continuous process which feeds back into lessons.
- 1.2.5 that the curriculum and associated schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 1.2.6 for pupils receiving secondary education, access to accurate, up to date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential.
- 1.2.7 for pupils below the compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- 1.2.8 effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

## **2 Statutory Requirements**

2.1 PSHE is a non-statutory subject. However, there are aspects of it the schools are required to teach.

### **2.2 Stanfield [Prep]**

2.2.1 must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

2.2.2 must teach health education under the same statutory guidance.

### **2.3 Merchant Taylors' Schools [Senior]**

2.3.1 must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

2.3.2 must teach health education under the same statutory guidance.

## **3. Curriculum & Delivery**

### **3.1 What We Teach**

Stanfield and MTS are required to cover the content for relationships and health education, as set out in the statutory guidance [linked to above].

3.2 MTS is also required to teach sex education.

Further details may be found in the Schools Relationships and Sex Education Policy about what the Schools teach, and how the Schools decide on what to teach, in this subject.

3.3 For other aspects of PSHE, including health education, an overview of topics and the relevant scheme of work by year group is contained in the appendix.

## **4 Curriculum Design**

4.1 The PSHE programme has been planned using topics from each of the following strands for all year groups, and is based on national guidance and pupil, staff, and community objectives.

4.2 In many cases, topics overlap, and year groups will meet topics more than once through a spiral curriculum, with the path varying according to requirements.

4.3 Form time is also utilised to allow the opportunity to expand ideas or concerns and to follow up after assemblies and presentations by outside speakers.

## **5 Fundamental British Values**

5.1 Through PSHE, Merchant Taylors' aims to prepare pupils for future life effectively, and this includes understanding the opportunities, responsibilities, and experiences of life in British society, and so they can function as adult citizens.

5.2 PSHE sessions on citizenship are one of the ways in which the Schools actively promote fundamental British values, including:

- 5.2.1 an understanding and appreciation of the democratic process;
  - 5.2.2 an appreciation that living under the rule of law protects individual citizens;
  - 5.2.3 an understanding of the importance of the independence of the courts in a democracy;
  - 5.2.4 the understanding that many faiths can co-exist with mutual respectful tolerance;
  - 5.2.5 an intolerance of discrimination.
- 5.3 Some of these issues also feature elsewhere in the curriculum, including in History, Politics lessons in and Religious Studies. An overview of how Fundamental British Values are covered throughout Stanfield and Merchant Taylors' is contained in Appendix 2.

## **6 Protected Characteristics**

- 6.1 All PSHE programmes encourage respect for other people, with particular regard for the protected characteristics under the Equality Act 2010 in an age-appropriate way. These are defined as:
- 6.1.1 age;
  - 6.1.2 disability;
  - 6.1.3 gender reassignment;
  - 6.1.4 marriage and civil partnership;
  - 6.1.5 pregnancy and maternity;
  - 6.1.6 race;
  - 6.1.7 religion or belief;
  - 6.1.8 sex;
  - 6.1.9 sexual orientation.
- 6.2 Schemes of work do not necessarily address all characteristics in every year group, and programmes take account of the ages of pupils and learning abilities to deliver the curriculum appropriately.
- 6.3 If an issue emerges in the Schools or wider society, especially if involving one or more of the protected characteristics, the Schools will help pupils to understand the issues and ensure children respect all those with those characteristics.
- 6.4 A key focus of teaching is to acknowledge that everyone has at least some characteristics in the list, and the curriculum:
- 6.4.1 encourages pupils to see those of particular races or religion as not being inferior in any way;
  - 6.4.2 highlights to male pupils that women or girls should be treated with the same respect, and that a woman's role is not subservient to that of a man – or vice versa;
  - 6.4.3 facilitates debate on same-sex marriage and teaches pupils that parties to such a marriage or civil partnership merit the protection which the law affords them;
  - 6.4.4 teaches that those with disabilities deserve equal treatment;
  - 6.4.5 encourages pupils to recognise that women who are pregnant without being married should be respected.
- 6.5 Programmes will acknowledge that some faiths have particular teachings relevant to these matters and explain what these teachings are, but these are to be seen in the context of the above requirement for respect and understanding of the law.

- 6.6 PSHE teaching will highlight the proactive duty by Merchant Taylors' teachers and pupils to challenge discriminatory attitudes.

## **7 Careers Education**

- 7.1 Merchant Taylors' Careers provision, described in more detail in the Careers Policy, ensures that impartial and broad advice and information is given to all pupils, in order that they have the best possible opportunity to access post-school options; this provision is also available to pupils after they have left the School. Such provision is overseen by the Head of Futures.
- 7.2 At Stanfield (Primary), we use workshops, school trips, an annual careers day and the curriculum to consider pupils aspirations, targets and hopes. Careers guidance and education are provided throughout the senior school[secondary], in addition to the careers provision which happens outside lessons [such as individual interviews, visits from outside speakers, the organisation of work experience and visits to universities].
- 7.3 Careers guidance is presented in an impartial way, showing no bias or favouritism towards a particular education or work option, and the School reviews all materials to ensure they do not carry messages which stereotype particular roles to particular sexes.
- 7.4 Careers guidance enables pupils to make informed choices about a broad range of options open to them, including timely advice to help pupils choose GCSE and post-16 courses.
- 7.5 The aim of all careers' guidance is:
- 7.5.1 to help pupils fulfil their potential, enabling pupils to 'know themselves' and how their strengths, weaknesses, and interests relate to the world of work;
  - 7.5.2 to learn about different careers and opportunities;
  - 7.5.3 obtain individual guidance;
  - 7.5.4 to ensure students are supported in gaining work experience;
  - 7.5.5 to enable students to gain information about training, education, and occupations beyond school.
- 7.6 The School consciously works to avoid all forms of stereotyping in the advice and guidance it provides to ensure pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those often portrayed primarily for one of other of the sexes.

## **8 Delivery**

### **8.1 Stanfield**

We allocate 2 x 40-minute lessons to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Leadership of PSHE is provided by the subject leader to facilitate the highest standards of teaching and learning and to secure the effective use of resources.

These explicit lessons are reinforced and enhanced in many ways:

- 8.1.1 Assemblies and collective worship, praise and reward systems, Merchants' Mindset, through relationships child to child, adult to child and adult to adult across the School. We aim to 'live' what is learnt and apply it to everyday situations in the School community.
- 8.1.2 A whole school approach to PSHE is also adopted on occasions to mark key events such as Children's Mental Health Week, Safer Internet Day, and Anti-Bullying Week.
- 8.1.3 PSHE education at Stanfield follows the framework provided by the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)). Character Education (Jubilee Centre for Character and Virtues) and the NHS backed Happy Minds Programme is aligned to the PSHE Association Programmes of Study for PSHE.
- 8.1.4 PSHE education plays a key role in developing an awareness of mental health. As stated in KCSIE, the School has clear systems in place for identifying possible mental health problems and staff understand the processes and systems in place to escalate any concerns. Themes are taught using a sequenced, spiral programme that builds on prior learning as pupils progress through school.
- 8.1.5 On-going assessment by teachers is used to identify gaps in knowledge and skills and adjust delivery of the scheme of work accordingly. Formal assessment grids are completed at the end of each term to inform teaching and learning for the future.
- 8.1.6 Content, teaching, delivery, and assessment of PSHE at Stanfield is monitored by the PSHE subject leader. This includes work scrutiny, reviews of pupil logs, and the curriculum and scheme of work are reviewed at least biennially.

## **8.2 MTS**

- 8.2.1 The PSHE programme aims to empower pupils with the knowledge, skills and attributes they need to make informed decisions, face challenges and contribute positively to their communities. The inclusive content is regularly updated in response to the needs of our cohort and to reflect relevant changes in society. Topics are taught 'spirally' throughout the School, to enable us to revisit areas in an age-appropriate manner.
- 8.2.2 The weekly PSHE lessons are embedded into the curriculum and taught by staff who are confident delivering the content. These lessons are complemented by visiting guest speakers who are always carefully considered in accordance with our school policies. Pupils in years 7-11 have 30 minutes of PSHE each week and pupils in the Sixth Form have 30 minutes of PSHE each week.
- 8.2.3 Where possible, the PSHE Scheme of Work is planned to coincide with whole-school theme weeks. For example, the Online Safety modules are organised to coincide with Safer Internet Day. In 'whole-school' theme weeks, cross curricular links are supported with school and group assemblies, and form-time activities.
- 8.2.4 Effective teaching of PSHE is referred to in lesson planning, and includes a baseline assessment of knowledge, assessment for learning, taking a positive approach and making lessons interactive and accessible. Lesson content is shared on class Teams,

to ensure pupils can revisit the information provided including the signposting for support. Resources are always sourced from reliable organisations such as the PSHE Association and Brook. A scheme of work for the Senior School exists on Teams; all PSHE staff have access to the resources including lesson plans stored there. Lessons are under constant review to ensure teaching is flexible and can respond to the needs of individuals, a year group, the school or respond to events of national significance. Plans are updated and re-shared to teaching staff at the start of each term by the Head of PSHE.

8.2.5 Teachers are supported by the Head of PSHE who observes lessons and advises on content and delivery. The school ensures that teachers know how to create a safe environment by setting ground rules, considering vulnerabilities, using distancing strategies and signposting support. Teachers are reminded to check weekly Pastoral Notes before covering any triggering topics, and they can follow our safeguarding procedure if a disclosure is made in a lesson.

8.2.6 Where suitable, Microsoft Forms are used to establish baseline assessments to allow the teacher to tailor the content to suit the needs of the group. Pupil and staff voice are encouraged via annual reviews of the PSHE programme on Microsoft Forms, which informs planning for the following academic year.

## **9 Sensitive Topics**

9.1 Distancing techniques are used in our PSHE lessons to protect pupils and staff from experiencing trauma when learning about topics that may trigger an emotional response. The School ensures that lessons, including those on risky behaviours, remain positive in tone by carefully considering the lesson plan and resources.

9.2 The information provided in PSHE is kept accurate and up-to-date by using resources from organisations such as the PSHE Association, and these are frequently reviewed. Pupils are encouraged to seek support when needed by the sharing of relevant helplines that are stored, along with lesson resources. This also supports pupils' learning and enables them to review key topics.

9.3 Pupils can ask questions via e-mail and can also raise anonymous questions on Whisper.

## **10 Safeguarding Issues**

10.1 If a safeguarding issue is raised by an anonymous question, the Form Tutors will explain to the class the importance of seeking support and signpost the pupils to the safeguarding team. Teachers are encouraged to 'park' questions they do not know the answer to, in order to seek guidance from the Head of PSHE or the Deputy Head [Pastoral].

10.2 If a pupil makes a disclosure, teachers will follow our safeguarding procedure. If a pupil makes a disclosure to an external visitor, they must immediately report the disclosure to a member of the safeguarding team, following the information on display or via the School office.



## **11 RSE**

- 11.1 Relationship and Sex Education [RSE] involves learning about emotional, social and physical aspects of growing up, relationships, sex, consent, human sexuality and sexual health in an age appropriate and sensitive way. In line with the School's statutory obligations, Relationships and Sex Education is provided at Merchant Taylors' as follows:
- 11.1.1 All primary-aged pupils receive relationships education;
  - 11.1.2 All secondary-aged pupils receive relationships and sex education.
- 11.2 A separate RSE Policy is maintained in line with the School's obligations under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. As such, the School routinely consults with parents in developing and reviewing this policy, a copy of which is published on the School website as well as with teachers and pupils.
- 11.3 RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.
- 11.4 At Merchant Taylors', RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of our school. Children will be taught in mixed whole class groups, as well as single-sex groups when appropriate and reflecting the needs of the different groups. Smaller working groups that will promote discussion will also form part of this series of lessons.
- 11.5 The religious background of all pupils is considered when teaching RSE so that all topics are appropriately handled while complying with the provision of the Equality Act [2010] under which religion or belief are amongst the protected characteristics. Teaching reflects on faith teachings about certain topics as well as how faith institutions may support pupils in matters of relationships and sex. Teaching will always reflect the law, including the Equality Act [2010] as it applies to relationships so that young people understand what the law allows and does not allow, and the implications of decisions they make.
- 11.6 At Merchant Taylors', pupils will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on the children learning that relationships should always be loving, equal and safe.
- 11.7 Where appropriate, appropriate adjustments are made for those with SEND.
- 11.8 Prior to the teaching of RSE at the Prep and Senior School, the parents and carers of each Year group will receive notification, from the Head of PSHE, outlining the content of the teaching that is planned to take place. Parents and carers are strongly encouraged to endorse the positive benefits of allowing their child(ren) to attend the sessions but may also exercise their right to withdraw them from a 'sex education' session if necessary.

- 11.9 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE; details of how this can be requested are contained in the RSE Policy.
- 11.10 The content of RSE curriculum follows statutory guidance and reflects what pupils should know by the end of primary and secondary education respectively.
- 11.11 All RSE teaching is delivered in a non-judgmental, factual way, allowing pupils the opportunity to ask questions [publicly or anonymously].
- 11.12 Programmes of study and schemes of work seek to address issues proactively in a timely way in line with current evidence on children's physical, emotional, and sexual development, reflecting children's needs. In the context of the merging of the two single-sex senior schools, particular care and attention are being given to the review of RSE at Merchant Taylors' and how this can best be delivered in a coeducational school.
- 11.13 At Merchant Taylors', the teachers responsible for teaching RSE are trained and competent in delivering appropriate lessons where they can manage the teaching process, set ground rules, and treat it as a proper subject, monitoring, assessing and evaluating what children learn. The children will be encouraged to have open conversations with reliable adults.
- 11.14 Details of the RSE schemes of work and curriculum content are found in the RSE Policy.

## **12 Roles and responsibilities**

### **12.1 The Governing Body**

The governing body will approve the PSHE policy and hold the headteacher to account for its implementation.

### **12.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the School.

### **12.3 Staff**

Staff are responsible for:

- 12.3.1 Delivering PSHE in a sensitive way;
- 12.3.2 Modelling positive attitudes to PSHE;
- 12.3.3 Monitoring progress; and,
- 12.3.4 Responding to the needs of individual pupils.

### **12.4 Pupils**

12.4.1 Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **12.5 Monitoring Arrangements**

12.5.1 The delivery of PSHE is monitored by:

Stanfield: Executive Head, Head & Head of PSHE through lesson observations and pupil questionnaires.

Merchant Taylors': Executive Head, Heads, & Head of PSHE through learning walks, staff questionnaires, parental questionnaires and pupil questionnaires.

12.5.2 This policy will be reviewed by the Executive annually. At every review, the policy will be approved by the Heads.