



## Queen Elizabeth Grammar School

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### CHANGE RECORD

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	March 2024	Significant re-write. Combined the PSHE and SMSC policies together and written as a 'through school' policy
V1.01	Jan 2025	Minor changes re consistency of PSHE references and wording.
V1.02	Jan 2026	Reviewed with minor amends.

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# QEGS PSHE and SMSC Policy

## 1. Introduction

This document is a statement of the aims, principles and procedures regarding the teaching of PSHE, Citizenship, Circle Time and Relationships, Sex and Health Education at QEGS.

PSHE and RSHE are seen as a core component of our overall educational provision at QEGS and for that reason significant structured time is allocated within the timetable, along with regular and appropriate specialist training for staff and bringing in external agencies and speakers for all Key Stages. We recognise that children value engaging with and being taught by specialists and those who bring experience from outside the school, and the existence of a school PSHE Development Group, which involves a range of staff and meets throughout the year, every cycle, demonstrates our ongoing commitment to this area of the curriculum and the impact that we feel it has on the overall health and wellbeing of our pupils, from Key Stage 2 to Key Stage 5.

## 2. Aims and Objectives

Our philosophy is that PSHE is central to the development and wellbeing of all young people. Our PSHE curriculum is embedded firmly within the whole-school values of '**Care, Contribute and Aspire**'.

Through PSHE teaching, young people can prepare for life after school, building up their resources and resilience and their self-belief - mentally, emotionally, socially and strategically. This allows them to relish challenge and cope with difficult or unexpected situations and uncertainty. Furthermore, PSHE can inspire pupils to take responsibility for their own learning and develop self-knowledge and understanding. There is also a capacity for pupils to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

The promotion of **Fundamental British Values (FBV)** is an integral part of PSHE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work, but is also re-enforced through many opportunities within the informal curriculum. The integration of SMSC is also a prerequisite for meeting the requirements of the Independent School's Standards.

The School is aware that for many young people the distinction between the online and other aspects of life is less marked than for some adults. Young people operate very freely in the online world and by the beginning of Key Stage 3, or even the end of Key Stage 2, some are likely to be living a substantial proportion of their life online. Online and digital safety, operating in a digital world, managing developing technologies and online citizenship form a significant part of the PSHE curriculum, in line with the updated guidance in KCSIE about the importance of online safety and the school's responsibilities in this respect.

PSHE is concerned with the Personal, Social, Health and Economic welfare of each individual in our school. It encompasses the feeling of belonging and focuses on the importance of becoming a balanced and thoughtful citizen, whilst evaluating our own actions and the actions of others. PSHE and Citizenship is integrated into all aspects of school life; our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also encourage pupils to reflect on their own values and attitudes, and

explore the many complex and conflicting values and attitudes they encounter elsewhere. To prepare pupils for the transition through the various key stages, we encourage them to reflect and consider any possible emotional conflicts they may face at this time, whilst also generating a positive and exciting approach to a new era of school life.

Children need to develop a positive self image and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Be aware of their own and others abilities

## 2.1 Statutory Components of the PSHE and RSHE programme

Our policy is informed by the following statutory guidance:

- [DfE statutory guidance for schools \(gov.uk\)](#)
- [Guidance for teaching about relationships, sex, and health education - September 2020 \(gov.uk\)](#)
- [DfE Keeping Children Safe In Education](#), where references to teaching RSHE/ PSHE are part of the school's statutory duty with regards to safeguarding and where, in particular, the importance of teaching children about Harmful Sexual Behaviour (HSB), consent and child on child abuse.

**This policy also refers to and should be read in conjunction with the following policies:**

- [QEGS RSE Policy](#)
- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF Equality, Diversity and Inclusion Policy](#)
- [WGSF SEND policy](#)
- [WGSF Mental Health and Wellbeing Policy](#)
- [WGSF Anti-bullying Policy](#)
- [WGSF Behaviour Management Policy](#)

## 2.2 British Values Statement

Core British Values underpin our own School Values at QEGS - **Care, Contribute and Aspire.**

**Democracy** is an important value at our school. We believe everybody has a voice and it should be heard. Pupil voice representatives are chosen to represent the school body and ask for pupils feedback and meet regularly. These meetings allow pupils of different ages to focus on issues that matter to them, but critically to represent the opinions of others as well as their own. In and out of school, children are encouraged to voice their views and to be respectful of others. Being different is something that we value.

**The Rule of Law** is followed at various stages throughout our PSHE and RSHE curriculum and within the assembly programme. Children know there are consequences to breaking the laws and they are there for our protection. Class and school rules, underpinned by our Values, are established and explained and enforced consistently. Throughout school rewards and sanctions are clear and bring about positive behaviour. Where sanctions are applied, a key component is

fairness and consistency, and also clear explanation. Outside agencies and speakers regularly visit the school to promote rules of law and safety.

**Individual Liberty** is encouraged as children are supported in their learning to make safe choices. Pupils are empowered through the development of self-esteem, resilience, knowledge and self-confidence. Pupils show independence in their learning and are encouraged to think for themselves. Pupils are encouraged to exercise their responsibilities and are advised how to do this safely e.g. through e-safety teaching and assemblies.

**Mutual Respect** is at the heart of our ethos and values at QEGS, in PSHE, RSHE, RS, RPE and the wider curriculum. Children learn that their behaviour affects their own rights and the rights of others. Children are expected to treat others, both children and staff, and the school property, with respect.

**Tolerance.** We aim to achieve this by enhancing children's understanding of the diverse communities in which they live and wherever possible, we promote **respect** in addition to tolerance, and highlight the important differences between the two words.

### 2.3 Prevent Duty

At QEGS we are aware of the government strategy that addresses and explores the ideas behind extreme radicalisation in our community.

[Prevent duty guidance: for England and Wales \(accessible\) - GOV.UK](#)

Within our school community, we are mindful of the need to embrace and celebrate our diverse world. Within this whole school approach, and through our curriculum, we aim to help our pupils to understand the world around them and the different communities, cultures and religions found within it.

## 3. Citizenship

Education about Citizenship encompasses three main strands

- Social and moral responsibility
- Community involvement
- Political literacy

### Aims

Our aims are to enable pupils to:

- recognise their own worth;
- work well with others;
- develop positive relationships with, and respect for, others;
- understand our common humanity, diversity and differences;
- know and understand what constitutes a healthy lifestyle;
- develop self-awareness;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- form good relationships with other members of the school and the wider community.

## **Helping Children Achieve**

The Helping Children Achieve initiative (following on from Every Child Matters green paper) identified the five outcomes that are most important. These are referred to and identified throughout the scheme.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are key to the curriculum we deliver throughout the school. These five outcomes are identified throughout the PSHE scheme of work which is delivered through one timetabled period a week.

At QEGS we also adopt a whole school approach, aiming, in all aspects of school life, to introduce, develop and reinforce an awareness of self, others and the environment. Many elements can be taught through a variety of subjects and other timetabled provision, in addition to being promoted through the wider aspects of school life.

## **4. Delivery of PSHE by Key Stage**

### **4.1 Key Stage 2**

The PSHE curriculum includes 1 timetabled lesson per week.

The PSHE Lead forward plans each half term of lessons. These are then subject to additions and changes which may be needed to address concerns as and when they arise.

Staff members who teach PSHE are responsible for the delivery of the PSHE syllabus, which is based on the LCP and AC Black programme of work (whilst also encompassing a variety of compatible resources) to all pupils.

A whole school approach is achieved in a variety of ways:

- The daily life of the school
- Assembly time
- Visiting speakers and other visitors
- Displays
- Residential visits
- Special events, e.g. Harvest
- Charity days
- School Council

It is also vitally important that the pupils feel comfortable and prepared to move from the Junior Section to the Senior Section. A set of dedicated lessons are planned at the end of Year 6 to help address any worries, apprehensions or questions the pupils may have regarding moving across Key Stages.

## **4.2 Key Stage 3**

The PSHE curriculum in KS3 includes one timetabled lesson per cycle for Year 8 and 9 and one timetabled lesson per week for Year 7, which is delivered by the Form Tutor. The HoY and PSHE coordinator work closely to address current concerns within each of the year groups. Where appropriate, external speakers are invited to deliver sessions to compliment the PSHE program alongside year group and whole school assemblies.

## **4.3 Key Stage 4**

In KS4, the PSHE curriculum is delivered by experienced teachers during one timetabled lesson per cycle. Some topics are enhanced through sectional assemblies and form time activities. The PSHE coordinator and teachers liaise to ensure topics are up-to-date and relevant for student needs.

## **4.4 Key Stage 5**

The PSHE curriculum at Y12 includes 1 timetabled lesson per week delivered by an experienced teacher in PSHE. The Head of PSHE is responsible for coordinating and regularly updating the SoW so that they fit in with current pupil needs and topical issues.

In addition, PSHE themes are also delivered with Y12 and Y13 via:

- Outside speakers
- Assembly topics
- Form Time

## **5. Strategies for Ensuring Continuity and Assessing Progress**

The PSHE Development group and Leads will ensure continuity and progression as a result of ongoing observations and amendments to the schemes of work and medium term planning.

Watching pupils work, talking to them about what they are doing and listening to them describe their work will generate useful assessment information. Above all, the suggested range of teaching approaches should help teachers acquire considerable knowledge of their children's needs, their rate of progress and standard of attainment. All pupils work in a PSHE book where they can record ideas, thoughts and key words. Baseline and end of topic assessments are used through activities such as continuum lines, brainstorming etc.

At the end of Key Stage 2 teachers are not required to make statutory judgements about children's attainment in relation to the attainment targets and level descriptions for PSHE. However, at the end of each year, teachers will have completed an assessment grid of objectives covered for each pupil. This will show the understanding of each chosen topic and allow teachers to make decisions about the level of understanding with a particular class or a particular set of pupils.

## **6. Assessment, Recording and Reporting**

### **6.1 KS2**

- Teachers will assess achievement by observing and evaluating pupil's knowledge and understanding, skills and attitudes.
- Each pupil has a folder of work starting in Year 3 and continuing through to Year 6.

Formative assessment is mostly carried out informally by teachers in the course of the teaching. It is used to guide the progress of pupils. It involves determining what each pupil has learnt and what therefore should be the next stage in their learning.

### **6.2 KS3, 4 and 5**

- Teachers will assess achievement by observing and evaluating pupil's knowledge and understanding, skills and attitudes. Lessons often begin with a baseline assessment activity to gauge current understanding, and a plenary to assess learning that has taken place during the lesson. This is also achieved through the KS3 Student Voice meetings.
- 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.
- Pupil voice meetings and google forms are used with all Year groups to discuss learning that has taken place.

## **7. Monitoring and Evaluating the PSHE Policy**

- Teacher feedback
- Pupil feedback
- Pupil participation and engagement with the wider life of the school
- Parental feedback
- Inspection feedback

Pupil feedback, gained directly within the delivery of PSHE and also through student voice meetings plays a particularly important part in the ongoing review of our content and provision and is a regular theme for discussion within the PSHE Development Group.

The School has undertaken a formal consultation with parents and will continue to consult with parents in order to keep the content of sex education under review and to maintain input from parents on content and delivery. The school will also communicate directly with parents of children in KS2 when specific components of RSHE are due to be covered but will try, wherever possible, to ensure that through discussion all pupils are involved or engaged whilst ultimately respecting the right for parents to withdraw children from some components of sex education at this Key Stage.

### **7.1 Reviewing and Adapting the Scheme of Work**

If a scheme of work is going to be meaningful, it will need to be relevant to the needs of the children in the school. Teachers are not required to teach absolutely to this scheme of work. They are encouraged to adapt or personalise it as they wish and to respond to events that occur both in and out of school. The most important point is that children should be motivated to enjoy and succeed in the subject. The scheme of work is under constant review, each year, with feedback from pupils and parents playing an important part of that review. This is managed by

the PSHE Development Group and typically this will mean that the scheme of work changes or is adapted to meet the needs of the pupils every year.

## **8. Inclusion**

### **8.1 PSHE and Equal Opportunities**

All of our teaching at QEGS is informed by the Equality Act.

PSHE offers opportunities for all pupils to succeed, irrespective of ability, creed or cultural and ethnic background. We encourage challenges to assumptions about ability and disability, sexist or racial language and stereotyping. We encourage all children to value contrasting economies and respect for other peoples' environments. We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act).

### **8.2 Pupils with Special Educational Needs**

PSHE is a means of communication and expression. It should allow **all** children to experience enjoyment and satisfaction and we work closely with the SEND team to ensure that this is possible for every pupil.

## **9. Safeguarding**

Ground rules for discussions during PSHE lessons are set by the teacher and class at the beginning of every PSHE topic (e.g. pupils are encouraged not to give specific examples or target individuals, but to keep discussions general). Teachers and other professionals will be required to exercise professional judgement if pupils raise explicit issues that are not appropriate to the level of the maturity of the rest of the class. In such cases, they should not discuss these issues with the whole class. Where the parents wish them to do so, it may be appropriate to respond individually to the pupil's question outside the class. Teachers also recommend suitable websites and resources, in house and externally, which pupils can look at for further information.

While helping or supporting pupils who want advice about personal problems has always been part of a school's role, it is essential to understand the distinction between teaching about controversial issues such as contraception and abortion and advising pupils on such matters. Teachers are not health professionals and pupils should be encouraged to seek advice from either the School Nurse, their parents, or, if appropriate for their age, the NHS or other external agencies directly.

Teachers should not promise confidentiality but can tell pupils where to seek confidential advice and treatment (e.g. from a GP, family planning or young people's advisory clinic).

The School acknowledges its duty to promote the safety and wellbeing of our pupils. In cases where the teacher has reason to believe that a pupil is in distress or in danger the teacher

should, in the first instance, consult the Designated Safeguarding Lead (DSL) in accordance with the Foundation's Safeguarding and Child Protection Policy.

## **10. Spiritual, Moral, Social and Cultural Development (SMSC)**

### **10.1 Introduction**

The development of SMSC aspects in pupils is embedded in the School's values, ethos and culture. It describes who we are.

At QEGS, we understand that for pupils to thrive they must be happy. It is why we cherish individuality, shun stereotypes, and encourage every pupil to be the very best version of themselves. With a vibrant and multicultural city on our doorstep, we draw strength from difference, recognising that diverse perspectives can help answer big questions.

As a result, every member of our community is keenly aware of their responsibility and capacity to make a difference, right now. Through it all, we ensure pupils are ready for the rapidly changing demands of the coming decades. This shows in our commitment to academic excellence, but also in our restless curiosity and desire to improve in everything we do. It means our pupils are equipped to provide the kind, inquisitive and respectful leadership that our society will so urgently require in the decades ahead.

### **10.2 Spiritual development**

“Spiritual” is not synonymous with “religious”, but the School recognises that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

Pupils who are developing spiritually are likely to develop some of the following characteristics:

- a set of personal values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- an awareness and understanding of their own and others' beliefs.
- a respect for themselves and for others.
- a sense of empathy, concern and compassion.
- an increasing ability to reflect and learn from this reflection.
- a readiness to challenge all that would constrain the human spirit (e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination).

The School attempts to foster pupils' spirituality by actively encouraging the following:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives through assemblies, trips and charity events.
- providing appropriate space for reflection or prayer.
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour.
- encouraging pupils to explore and develop what animates and inspires themselves and

others.

- encouraging pupils to express their innermost thoughts and feelings (e.g. through art, music, literature and drama, exercising the imagination, inspiration, intuition and insight).

And also by promoting teaching which:

- values pupils' questions and gives them space for their own thoughts, ideas and concerns.
- enables pupils to make connections between aspects of their learning.
- encourages pupils to relate their learning to a wider frame of reference.
- encourages pupils to consider and respect a diversity of opinions.
- ensure that pupils experience fascination and wonder in their learning through role play, debate and trips.

### **10.3 Moral Development**

Moral development is about pupils building a framework of values which regulates their personal behaviour, developing an understanding of society's shared and agreed values.

Pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong and to respect the civil and criminal law of England.
- an understanding and respect for Fundamental British Values.
- an understanding of how citizens can influence decision-making through the democratic process.
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- an understanding that there is a separation of power between the executive and the judiciary and that although some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- a broad general knowledge of and respect for public institutions and services in England.
- an appreciation of the needs of the vulnerable within our own community and the wider community.
- an ability to think through the consequences of their own and others' actions.
- a willingness to express their views on ethical issues and personal values.
- an ability to make responsible and reasoned judgements on moral dilemmas.
- a commitment to personal values in areas which are considered right by some and wrong by others.
- a respect for the needs, interests and feelings of others, as well as their own.
- a desire to explore their own and others' views.
- an acceptance of responsibility for their behaviour.
- an ability to show initiative and understand how they can contribute positively to the lives of those living and working in their locality and to society more generally.
- a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The School actively encourages the pupils' moral development by:

- providing a clear code as a basis for behaviour which is promoted consistently through all aspects of the School.

- promoting measures to prevent discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation and other protected characteristics set out in the Equality Act 2010.
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values and the consequences of decision-making (e.g. in Sex and Relationships education).
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- recognising and respecting the codes and morals of the different cultural traditions represented in the School community and the wider community.
- encouraging pupils to take responsibility for their actions (e.g. respect for property, care of the environment and developing codes of behaviour).
- providing models of ethical behaviour (e.g. through literature, humanities, sciences, arts, PSHE lessons, debating, the election of School Prefects, House positions of responsibility, pupil led assemblies and presentations, outside speakers, pupil voice meetings, and formal school services such as remembrance day or Founders' Day).

#### **10.4 Social Development**

Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team.

Pupils who are becoming socially aware are likely to be able to:

- adjust to a range of social contexts with appropriate and sensitive behaviour.
- relate well to other people's social skills and personal qualities.
- work successfully as a member of a group or team.
- challenge, when necessary and in appropriate ways, the values of an individual, group or wider community.
- reflect on their own contribution to society and to the world of work.
- participate in activities relevant to the community.
- understand the notion of interdependence in an increasingly complex world.
- exercise respect for others and a sense for inclusion.
- help resolve conflicts between friends and acquaintances.

The School will actively foster pupils' social development by:

- identifying key values and principles on which the School and community life is based and promoting and reinforcing them as part of the everyday work in school.
- fostering a sense of community with common inclusive values which ensure that everyone can flourish irrespective of ethnic origin, nationality, language, gender, ability, sexual orientation and religion.
- encouraging pupils to work cooperatively (e.g. through group work and pair work).
- encouraging pupils to recognise and respect social differences and similarities.
- providing positive corporate experiences (e.g. through assemblies, team activities, trips, school productions and sports teams).
- providing opportunities for pupils to exercise leadership and responsibility across year-groups (e.g. through academic mentoring, sports teams, the Senior Prefect team and the House system).
- providing positive and effective links with the world of work and the wider community and other countries, in particular by creating networks with the School's community (e.g.

through the Careers' Fair, work with Old Savilian mentors).

## **10.5 Cultural development**

Cultural development is about pupils' understanding of their own background and culture and other cultures in their locality and in the country as a whole and elsewhere in the world. Promoting pupils' cultural development is intimately linked with the School's aims to value cultural and linguistic diversity, prevent racism and promote British values.

Pupils who are becoming culturally aware are likely to be developing some of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values.
- an understanding of the influences which have shaped their own cultural heritage.
- an understanding of the dynamics and the evolutionary nature of cultures and the heritage of the School.
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality.
- an openness to new ideas and a willingness to modify cultural values in the light of experience.
- a willingness to participate in and respond to artistic and cultural enterprises.

The School will actively encourage pupils' cultural development by:

- providing opportunities for pupils to explore their own cultural assumptions and values.
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- recognising and nurturing particular gifts and talents.
- providing opportunities for pupils to participate in literature, drama, music, art, sport, science, and other cultural events and encouraging pupils to reflect on their significance.
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness (e.g. through theatre, museum, concert and gallery visits, and foreign visits).
- exposing pupils to a broad range of views from across the political spectrum (e.g. through Politics and Debating Societies).
- promoting Fundamental British Values (e.g. through assemblies, debate and History and Politics lessons)

The School recognises that there is no place for partisan political views in the teaching of any subject. The School also recognises that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.