



St Paul's School
FOUNDED 1509

SPS PSHE (Personal, Social and Health Education) and Citizenship Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the policyquery@stpaulsschool.org.uk

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1. Introduction and Policy Statement

- 1.1 Guiding pupils at St Paul's through their teenage years is a task parents, tutors and teachers all share. To support our pastoral care, we offer PSHE (personal, social and health education), Citizenship and Wellbeing in the curriculum, and invite parents to a series of seminars and panel evenings on themes relating to adolescence.
- 1.2 PSHE covers aspects of development (confidence, empathy, judgement, independence of thought and action, appropriate behaviour, anti-bullying, personal safety, healthy lifestyle, sex and relationships, substance abuse) and provides factual information about a range of topics (finance, living away from home, insurance, the law, types of government and the UK Parliament, policing and one's rights, drink driving, drug driving).
- 1.3 This policy and the PSHE curriculum has been developed in conjunction with DfE, PSHE Association and QCA guidance and should be read in conjunction with the Equality Act 2010.
- 1.4 This policy supplements and should be read in conjunction with the following school policies:
 - SPS Relationships and Sex Education (RSE) Policy
 - SPS / SPJ Spiritual, Moral, Social and Cultural (SMSC) Policy
 - SPS Mental Health and Wellbeing Policy
 - SPS / SPJ Child Protection & Safeguarding Policy

2. Aims and Objectives

2.1 Overall Aims and Objectives

- 2.1.1 At St Paul's, we recognise the importance of a pupil's personal and social development, and their health and mental wellbeing; as such, the PSHE programme seeks to:
 - Cultivate a love of learning for its own sake
 - Create a foundation of knowledge and body of skills with which pupils can understand and question the world in which they live; and which will prepare them, through an innovative approach to education, for the world they are likely to inhabit in the future
 - Cultivate respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally, paying particular regard to the protected characteristics as set out in the Equality Act 2010 (listed in section 6.1)
 - Act as a safe place to learn how to build resilience and a robust character when situations do not meet their expectations
 - Provide opportunities to develop their self-knowledge, self-esteem and self-confidence
- 2.1.2 PSHE is very much a "live" subject which encourages us to respond to particular events and circumstances that occur both within our community and beyond. The ways in which pupils and staff treat each other throughout the School, at all times, should exemplify the messages delivered formally and informally through the PSHE syllabus and beyond. PSHE is integral to all that we do and is not limited to any one area of the curriculum.

2.2 Specific Aims of PSHE

- To promote pupils' personal, social, emotional and economic development
- To promote emotional wellbeing
- To provide balanced and factual information
- To work alongside the wider school community, including the safeguarding team, the Undermasters and the School Nurses, as well as external professionals and other advisers
- To develop pupils' understanding of themselves, their ability to use critical thinking to make informed decisions, and their assessment of the potential consequences of their choices on themselves and others
- To encourage pupils to engage with and understand the issues which are appropriate and relevant to them at the different stages of their development
- To develop the knowledge, understanding and skills pupils need to manage their lives, both now and in the future
- To help pupils to support one another and themselves as they grow and learn
- To teach pupils to explore, consider and understand moral and ethical dilemmas
- To allow pupils to learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment
- To help to develop the qualities and attributes needed to thrive as individuals, and as members of their family, their School and wider society
- To help pupils to make informed decisions based on tolerance, a respect for and understanding of difference and with an absence of prejudice such as racism, sexism and gender bias; and to react appropriately to different situations
- To develop pupils' awareness of and respect for their social and political environment, enabling them to become informed citizens and independent contributors to society
- To ensure pupils have a clear understanding of legal frameworks
- To help pupils to stay safe and recognise dangers and avoid exploitation, bullying and abuse
- To help pupils understand how to act responsibly online and on their mobile phones, for the protection of themselves and others
- To educate pupils about the dangers of radicalisation and extremism and how young people may be drawn into these ways of life, so that they can avoid such exploitation; in conjunction with Prevent duty guidance
- To be available to all pupils

3. Lead Members of Staff

- Head of PSHE and Citizenship
- PSHE and Citizenship Assistant Coordinators
- Deputy Head (Mental Health, Wellbeing, Life Skills)
- Deputy Head (Pastoral)

4. Confidentiality and Safeguarding

- 4.1 The school recognises that the nature of PSHE lessons means pupils may share information which would not ordinarily be discussed in other lessons. Where possible, this information should be treated sensitively and in confidence. However, teachers should never promise unconditional confidentiality. Instead, teachers should be clear about which circumstances would require them to pass on information. **If a pupil offers information that leads a teacher to have a safeguarding concern, normal child protection procedures should be followed in line with the Safeguarding and Child Protection Policy.**

5. Delivery of PSHE

5.1 Staffing

5.1.1 Fourth Form PSHE:

- Fourth Form Undermaster
- Surmaster – Head of the Senior School – *takes anti-bullying lessons*
- Deputy Head Pastoral – *takes anti-bullying lessons*
- Deputy Head, Mental Health, Wellbeing and Life Skills
- Head of PSHE and Citizenship
- PSHE and Citizenship assistant coordinators
- Safeguarding coordinator – *takes safeguarding lessons*

5.1.2 Fifth Form Health Education:

- Deputy Head, Mental Health, Wellbeing and Life Skills
- Head of PSHE and Citizenship
- PSHE and Citizenship assistant coordinators
- Other experienced staff ordinarily from the Biology and PE departments

5.1.3 Fifth Form Moral Philosophy:

- Head of Theology and Philosophy
- Other staff from the Theology and Philosophy departments

5.1.4 Sixth Form PSHE:

- Director of Partnerships and Public Service
- Sixth Form Undermaster
- Deputy Head, Mental Health, Wellbeing and Life Skills
- Lower Eighth Undermaster
- Head of PSHE and Citizenship

5.1.5 Eighth Form PSHE:

- Deputy Head, Mental Health, Wellbeing and Life Skills

- Head of PSHE and Citizenship
- PSHE and Citizenship assistant coordinators

5.1.6 Eighth Form US Universities Finance Course:

- The Head of US Universities and Colet Fellows run a session for Upper Eighth Formers applying to US Universities

5.2 Curriculum Overview

5.2.1 Fourth Form

- i. There is a series of six PSHE and Wellbeing lessons for each form in groups of half a class, led by the PSHE, Wellbeing and Safeguarding teams. Pupils will have one lesson a week for six weeks over the course of the year.
- ii. The course explores issues of independence, looking at decision-making, negotiation of increasing freedoms and life in a new community. We also draw on aspects of positive psychology, to explore issues around self-esteem and how other people's opinions affect us. We consider how to deal with set-backs, and the idea of reframing failure as a positive and taking feedback productively. One of the lessons covers safeguarding awareness for teenagers. Finally, one lesson deals with issues surrounding bullying. The scheme of work for these lessons is given in Appendix 1.
- iii. Julie Johnson (an experienced counsellor, PSHE consultant and trainer who delivers PSHE seminars to parents and pupils in many independent schools in London, and who leads our evening seminars for parents) also talks to the pupils about some of the issues surrounding alcohol and parties.
- iv. Before half term in the Autumn term, the Metropolitan Police Richmond Schools Liaison Officer addresses Fourth Form pupils in an extended assembly about street safety and online safety. The pupils will also have a lesson with a member of the PSHE team, discussing personal safety in more detail.
- v. Pupils attend a half day Global Issues conference in March, focusing on international development, with guest speakers (for the last few years we have worked closely with Oxfam) and group activities, working towards a presentation to win funding for an actual development project.
- vi. Pupils attend a talk on drugs education at the end of the academic year.
- vii. Fourth Form Pupils also attend a 'Diversity Day' during the summer term. This event is organised with pupils from St Paul's Girls school and is dedicated to promoting diversity and inclusion across both schools. In 2019, it was delivered by the charity 'Diversity Role Models.

5.2.2 Fifth Form

- i. Personal and social education for the Fifth Form is absorbed into the Moral Philosophy course. Each class has one lesson per week. This course looks at ethical and moral issues from birth to death, following current events wherever relevant. Discussions cover a variety of issues, such as the ethics of abortion, stem cell use, ageism, sexism, pornography, prostitution and euthanasia. In addition to this, an Eighth Form pupil spends a lesson leading a discussion with the pupils about sexism and misogyny; and another lesson talking with them about sexuality and homophobia.
- ii. Health Education for the Fifth Form runs for five weeks in half class groups. The course covers health and legal issues relating to drugs and alcohol; and healthy relationships (including issues around consent and the dangers of sexting), sexually transmitted infections and contraception.
- iii. Schemes of work are given in Appendices 2 and 3.
- iv. The pupils also have a short course on Wellbeing, focusing on positive body image and healthy eating.
- v. An external speaker talks to the pupils about wellbeing in a year group seminar: this seminar covers healthy lifestyle (diet, exercise, sleep), positive thinking and emotions, coping with anxiety and stress, and being stretched vs. feeling stressed.
- vi. There is a half day Human Rights conference in November. The pupils hear a talk on current human rights issues, and then watch a play about the Holocaust entitled "And then they came for me"; followed by a Q & A session with a Holocaust survivor. There is also a Human Rights module in Moral Philosophy lessons around this time.
- vii. In February the pupils attend a seminar by the RAP ("Raising Awareness and Prevention") Project, on the subject of sexual assault, rape and their prevention. This talk also covers online pornography, sexting, body image, the influence of social media and the effect on behaviour caused by excessive alcohol consumption.

5.2.3 Sixth Form

- i. All Sixth Formers attend a series of four PSHE sessions in half classes over the course of the year. We explore issues linked to the law, the police, Government and being a good citizen. Each pupil is issued with a copy of the "Young Citizen's Passport" (a handbook providing information on matters including health, student finance, consumer rights and the police). The scheme of work is given in Appendix 4.
- ii. At the end of the academic year, when the pupils return to School after exam leave, a Criminal Barrister will talk to them on the subject of "Drugs and the Law": this talk will cover drugs law in the UK, foreign travel, New Psychoactive Substances (formerly known as "legal highs") and the use of steroids.

5.2.4 Eighth Form

- i. Throughout the course of the year, all Lower Eighth pupils attend a five week Life Skills course, which comprises five double-lessons (taught in small groups of 10-12 pupils) on a range of topics including health education and financial literacy. The health education course will incorporate lessons on drink driving, drug driving and other aspects of alcohol, drugs and the law. The financial literacy component of the course covers student loans and finance; debt management and banking; and living away from home and insurance. Pupils considering heading to US universities will be given a presentation which is geared towards American finance and university life. More information about both the UK and US seminars can be found in Appendix 5.
- ii. In the summer term, all pupils receive a talk from the RAP (“Raising Awareness and Prevention”) Project, which looks at the move from school and home to university, and ways to cope with these changes. It covers potential issues in university life (including the proliferation of misogyny and “laddism”). It also includes some safety advice for music festivals and while travelling abroad.
- iii. Pupils attend a joint conference with St Paul’s Girls School in the Summer term. The conference is organised by the pupil leadership teams of both schools and tends to focus on a contemporary social issue. For example, in 2018, the pupils were addressed by Laura Bates of the Everyday Sexism Project, as part of an afternoon dedicated to thinking about how gender issues manifest themselves in the workplace.

5.3 Assembly Programme

- 5.3.1 At certain times of the year (and where appropriate) assemblies and year group events may be linked to the PSHE programme. These include talks (to all year groups every two or three years) by one of the School Counsellors about the counselling service at St Paul’s, the range of issues the Counsellors deal with and how to access the service; and an extended assembly to Fourth Form pupils every year from a local Police Officer about personal safety and online safety (see point (iv) in section 5.2.1).

6. Spiritual, Moral, Social, Cultural (SMSC)

- 6.1 PSHE plays an important role in the Spiritual, Moral, Social and Cultural development of our pupils, including but not limited to:
- Developing a sense of self-knowledge, self-confidence and self-esteem through small group lessons, conference days and seminars
 - An awareness of what it means to be part of a society, collective responsibility, democracy and types of government
 - Exploring social and moral dilemmas, helping pupils to distinguish from right or wrong, and respecting the rule of law

- An appreciation of and respect for their own and other cultures, for example, issues of disability, racism, sexism and homophobia
- Encouraging respect for other people, with particular regard to the protected characteristics set out in section 4 of the Equality Act 2010:
 - a. age
 - b. disability
 - c. gender reassignment
 - d. marriage and civil partnership
 - e. pregnancy and maternity
 - f. race
 - g. religion or belief
 - h. sex
 - i. sexual orientation

6.2 The Spiritual, Moral, Social and Cultural Education Policy can be consulted for more information about our pupils' SMSC development.

7. Promoting British Values

7.1 Since September 2014, schools are required actively to promote certain British values.

7.2 The idea of "fundamental British values" was coined by the Prevent strategy in 2011. It was introduced into the Independent School Standards on 1 January 2013 and this was supported by non-statutory advice dated November 2013. Further amendments were made to the Standards in September 2014 and supplementary information and advice dated November 2014 have now been issued to support these additional changes.

7.3 The four key values are:

- Democracy
- The rule of law
- Individual liberty
- Respect for those with different faiths and beliefs

7.4 These fundamental British values are reinforced throughout the PSHE curriculum, but most obviously during the different PSHE conferences (Human Rights Conference, Global Issues Conference) and the Sixth Form module on Government.

8. Relationships and Sex Education (RSE)

8.1 From September 2020 schools will be required to deliver RSE education in accordance with the published statutory guidelines. We have acknowledged this forthcoming requirement and have sought to include the recommendations in our current RSE provision. See Appendix 6 for details of how the recommended curriculum is currently delivered.

8.2 The majority of our RSE curriculum is taught through the broader PSHE curriculum.

8.3 The Relationships and Sex Education Policy can be consulted for more information about our pupils' RSE development.

9. Working with Parents

9.1 Information for Parents

9.1.1 At the start of the academic year, parents are sent a link to the parent portal which contains a document entitled "PSHE, Citizenship and Wellbeing (Parents' information and seminar programme)". This document contains:

1. Information about PSHE lessons, seminars, assemblies and events for all year groups;
2. Details of seminars and panel evenings for parents, and how to book places.

Paper copies of this document are available at Open Days and parents' seminars.

9.2 Parents' Seminars and Panel Evenings

9.2.1 Guiding pupils at St Paul's through their teenage years is a task parents, tutors and teachers all share. To support the link between parents and the School, we invite parents to a series of seminars and panel evenings on themes relating to adolescence.

9.2.2 Four parents' seminars per year are led by Julie Johnson (see section 5.2.1 on page 5 for more information about her). Julie's sessions cover the following topics relating to the teenage years:

1. "Managing the teenage years" (for parents of Fourth Form pupils): this seminar explores, among other things, loss and change for both teenagers and parents; stages of adolescence; maintaining the parent-teenager relationship; and managing boundaries.
2. "The party scene" (for parents of Fourth and Fifth Form pupils): this seminar deals with teenagers and parties, focusing in particular on the consumption of alcohol and what parents can do to help their sons stay safe while they are at parties or events.
3. "Sexual awareness and behaviour" (for parents of Fourth and Fifth Form pupils) – *every other year*: this seminar covers, among other things, relationships, emerging sexuality, sexual health, the sexualisation of society, the trivialising of sex and pornography; and the evidence of the important role parents play in the conversation around these issues.
4. "Substance abuse – what parents should know" (for parents of Fourth and Fifth Form pupils) – *every other year*: in this seminar Julie talks about illegal drugs; New Psychoactive Substances (formerly known as "legal highs") and the new legislation on them; and dietary and body-building supplements. Julie writes the following about this seminar: "Young people are growing up (and always have) within a substance using and misusing society; those substances may be alcohol, illegal drugs or New Psychoactive Substances. It is important for parents to be addressing these issues from an early age within the home environment. Research has shown that this will reduce the misuse of alcohol and the dangers of both illegal and legal drugs."

5. “Resilience” (for parents of Fourth and Fifth Form pupils) – *every other year*: in this seminar Julie explores the importance of building resilience, giving guidance and practical tips on how parents can encourage and develop resilience in the lives of young people today. Julie writes the following: “Building resilience (the ability to adapt well to adversity, trauma, tragedy, threats or even significant sources of stress) can enable young people to manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children will not experience difficulty or distress. Emotional pain and sadness are common and normal when we have suffered major trauma or personal loss, or even when we hear of someone else’s loss or trauma. In our increasingly busy and stressful world, the skill of resilience is part of the tool kit which can enable a young person to negotiate the complexities, stress and strains of the 21st Century.”

9.2.3 The Director of ICT at St Paul’s offers an ICT seminar for parents of Fourth, Fifth and Sixth Form pupils. This seminar is about young people and the challenges and opportunities created by technology. Smart phones, social media, sandbox online gaming: the digital world of the teenager has changed beyond recognition in the last 10 years. How do parents support and guide their children through this brave new world? The seminar is divided into three sections, about social media, gaming and the use of devices.

9.2.4 The RAP Project offers information evenings for parents of Fifth Form and Lower Eighth pupils, in conjunction with the talks which they give to the pupils in those year groups (in February and June respectively). The parents’ sessions are designed to aid discussion between parents and their children about the issues raised. For more information about the RAP Project’s talks, see sections 5.2.2 and 5.2.4 above.

9.2.5 “Panel evenings” are held in the summer term for parents of Fourth and Fifth Form pupils. These are open meetings with a panel of professional and School representatives: the panel usually consists of Julie Johnson (who delivers the majority of our parents’ seminars), one of the School Counsellors, the Undermaster of the year into which pupils will be going the following September, and a member of the PSHE team. Parents are able to talk about either general or specific issues which concern them: the panel evenings are good opportunities for parents both to hear the expert guidance of the panellists and to share experiences.

9.3 Parental Rights

9.3.1 We recognise that parents have the final decision about their child’s Relationships and Sex Education. Some of the topics we discuss may be deemed inappropriate to the background and beliefs of individual parents and their children. In such cases, we fully respect and uphold the rights of parents to withdraw their children from aspects of the course. Alternative arrangements will be made for pupils in these circumstances: usually, this will involve private study in the library.

9.3.2 The right to withdraw from lessons relates only to Relationships and Sex Education, and not to the teaching of the biological aspects of human growth and reproduction necessary under IGCSE science.

9.3.3 If parents have any queries or wish to withdraw their child from Relationships and Sex Education, they should contact their child's tutor in the first instance. See also the Relationships and Sex Education (RSE) Policy.

10. Equal Opportunities

10.1 St Paul's is committed to ensuring that PSHE and Citizenship provision is relevant to our pupils, and appropriate to ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs. We are aware that in some situations pupils, parents or guardians may have concerns about the School's PSHE provision. The School will take such concerns seriously and seek to resolve them in a constructive manner which puts the welfare of the pupil first.

11. Monitoring the Effectiveness of PSHE

11.1 Pupils are offered the opportunity to give formal feedback on all PSHE conferences and seminars through anonymous surveying. This data is reviewed annually by the Head of PSHE and Citizenship and assistant coordinators. Additionally, the School will consider the impact of PSHE in the annual pupil satisfaction surveys.

11.2 Qualitative feedback will also be sought using established pupil voice mechanisms (e.g. the Student Council) and consultation with members of staff (e.g. School Chaplain, Nurse, Counsellors).

12. Appendix: Schemes of Work

Appendix 1 – Fourth Form PSHE Scheme of Work

Lesson 1: Becoming Independent

- Where you go to school
- Your Bedtime Routine:
 - The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
 - Facts about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
 - Importance of dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- What time you have to be home at weekends
- Whether your friends come round
- How much homework you do
- Whether you practise religion
- Whether you help in the house

Lesson 2: Becoming Independent

- What you see on TV/internet:
 - Pupils' rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
 - About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
 - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
 - What to do and where to get support to report material or manage issues online.
 - The impact of viewing harmful content.
 - That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
 - That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
 - How information and data is generated, collected, shared and used online

Lesson 3: Safeguarding Awareness for Teenagers

- Categories of Child Abuse: neglect, physical abuse, sexual abuse, emotional abuse.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

- Safeguarding scenarios and judging how unsafe or dangerous they are (using a Traffic Light Tool).

Lesson 4: Anti-Bullying

- What constitutes bullying?
- Give some examples of types of bullying
- Why are schools concerned about bullying?
- Is there anywhere in school where you do not feel safe?
- Strategies to combat bullying:
 - Confronting the bully: how would you go about doing this?
 - Other people stepping in: who can you talk to, both in and out of school?

Lessons 5 and 6: Emotional Wellbeing, Positive Relationships, Resilience

- Promoting Emotional Wellbeing:
(To be delivered by teachers who have completed Mental Health First Aid training)
 - How to talk about emotions accurately and sensitively, using appropriate vocabulary.
 - That happiness is linked to being connected to others.
 - How to recognise the early signs of mental wellbeing concerns.
 - Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
 - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
- Resilience and Re-Framing Failure:
 - Strategies to recognise personal strengths and how this affects self-confidence and self-esteem.
 - How to be able to accept helpful feedback or reject unhelpful criticism.
 - How to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

Extra lesson before half term in Autumn Term: Personal Safety in Public and Mugging

- Keeping safe in the local area around School
- Keeping safe on public transport
- Keeping safe on your way home
- Sensible precautions:
 - Keep valuables hidden
 - Be aware of surroundings
 - Who is following you?
- What to do if something is stolen

[This lesson is run in conjunction with an extended assembly from the Metropolitan Police Richmond Schools Liaison Officer, about street safety, mobile phones and online safety.]

Appendix 2 – Fifth Form Health Education Scheme of Work

The Fifth Form Health Education programme runs for five weeks in half class groups. The course covers health and legal issues relating to the following topics:

A. Drugs

1. Drugs and classification
2. Drugs and the law
3. Buying and possessing drugs
4. Drugs and health
5. New Psychoactive Substances (NPS, formerly known as “legal highs”), prescription drugs, protein supplements, fat burners etc.
6. Drugs and peer group
7. Why do people take drugs?

B. Alcohol

1. Alcohol and classification: if alcohol were discovered today, how would it be classified?
2. Legal ages and implications
3. Concept of units and healthy limits
4. Health implications – psychological and physiological
5. Alcohol and judgement (including alcohol and sexual health)

C. Relationships

1. Families

Pupils are taught:

- i. That there are different types of committed, stable relationships
- ii. How these relationships might contribute to human happiness and their importance for bringing up children
- iii. What marriage is, including legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- iv. Why marriage is an importance relationship choice for many couples and why it must be freely entered into
- v. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting

2. Respectful Relationships (including Friendships)

Pupils are taught:

- i. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

- ii. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- iii. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- iv. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- v. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- vi. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- vii. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

D. Sex Education

1. Being Safe

Pupils are taught:

- i. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- ii. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- iii. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- iv. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- v. That pupils have a choice to delay sex or to enjoy intimacy without sex.
- vi. How the use of alcohol and drugs can lead to risky sexual behaviour.

2. Changing adolescent body

Pupils are taught:

- i. Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- ii. The main changes which take place in males and females, and the implications for emotional and physical health.

3. Intimate and sexual relationships, including sexual health

Pupils are taught that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. Topics covered include:

- i. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- ii. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- iii. The facts about the full range of contraceptive choices, efficacy and options available.
- iv. The facts around pregnancy including miscarriage.
- v. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- vi. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- vii. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- viii. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- ix. The benefits of regular self-examination and screening.

In addition to this, Fifth Form pupils hear two talks from external speakers:

1. **In January (Spring Term)** –: an external speaker talks to the pupils about wellbeing in a year group seminar: this seminar covers healthy lifestyle (diet, exercise, sleep), positive thinking and emotions, coping with anxiety and stress, and being stretched vs. feeling stressed.
2. **In February (Spring Term)**: the RAP (“Raising Awareness and Prevention”) Project addresses the pupils on the subject of sexual assault, rape and their prevention. Their talk also covers online pornography, sexting, body image, the influence of social media and the effect on behaviour caused by excessive alcohol consumption. The RAP Project also offer information evenings for parents to hear the talks first hand: these are close to the time of the pupil talks, with a view to enabling discussion between parents and their sons about the issues raised.

Appendix 3 – Fifth Form Moral Philosophy: Lessons with PSHE Content

A. Homophobia

This lesson is taught by a current Upper Eighth Former.

1. Definition of LGBTQIAAP, with reference to the shorter, more common variant LGBT+. Answer questions about any terms.
2. Facts: a brief overview of worldwide and national contemporary gay rights, including:
 - i. A couple of more extreme cases (e.g. Russia or Uganda)
 - ii. The USA – gay rights issues and recent successes / failures in marriage equality
 - iii. UK issues – e.g. marriage and adoption; sexually active gay men and blood donation; prejudices within society
 - iv. Issues in schools with teen suicide and LGBT+ bullying in the UK.
3. Reading:
 - i. Fifth Form pupils read an article about LGBT+ bullying in schools
 - ii. Ask a few to briefly summarise the article.
4. Discussion:
 - i. Points arising from the article
 - ii. Would it be easy to come out in Fifth Form at St Paul's?
 - iii. Acceptance of being effeminate in Fifth Form?
 - iv. Could an Eighth Former come to school in a pencil skirt as his office dress? (Possible discussion of trans issues could lead from this)
 - v. Use of homophobic language (e.g. "that's so gay") in Fifth Form?
 - vi. The alienating nature of homophobic language to LGBT+ people
5. Plug for the A2S ("Anything to Say") pupil-run service

B. Sexism and Misogyny

This lesson is taught by a current Upper Eighth Former.

Groups of Fifth Formers talk through various different scenarios featuring sexist / misogynistic language and behaviour, guided by the Upper Eighth Form group leader.

C. Prostitution

The ethics and politics of prostitution

Key questions:

1. Is selling or buying sex morally impermissible? If so, why so? If not, why not? Pupils are encouraged to examine the issues from both deontological and consequentialist perspectives (note: the moral philosophy of prostitution is particularly good for introducing virtue ethics perspectives too).

2. Should selling or buying sex be illegal? If so, why so?

D. Pornography

- **Lesson 1:** The ethics and effects of pornography: exploitation

Key question: Are those involved in the pornography industry exploited? If so, who and how?

- **Lesson 2:** The ethics and effects of pornography: psychological effects

Key question: Does pornography have any significant psychological or psycho-physical effects? If so, what?

E. Human Rights

1. This is a module of between two and seven lessons, depending on the interests of the teacher and the Moral Philosophy set. It will supply an introduction to modern Human Rights statements, particularly the Universal Declaration of Human Rights, and some reflection on its justification, application, development and difficulties. Various case studies of human rights abuses or atrocities are introduced, to aid more concrete rather than abstract discussion.
2. This module is usually taught in the second half of the Autumn term, to coincide with the Fifth Form Human Rights Conference in November.

Appendix 4 – Sixth Form PSHE Scheme of Work

Lesson 1: At What Age Can I Legally... (discussion of the law at age 16 and beyond)

- Hand out “At what age can I legally...?” sheets
- This sheet / lesson covers the law at 16 (the age most of them are / will become this academic year) and what you can and cannot do legally at that age
- 16 is a funny age where the law is treating them more as adults (they can get married and have children legally) but they are still not quite adults (they still need parental permission to get married, and cannot have a credit card etc.)
- Give the pupils time (in pairs / small groups) to run through the different laws and guess the age at which it becomes legal
- Run through the answers and let the discussion focus on whichever points raised

Lesson 2: Introduction to Types of Government

- Types of government (Democracy, Communism, Despotism etc.)
 - Either using the “Guess the type of government” worksheet
 - Or through the “Shipwrecked” challenge

Lesson 3: Parliament (an introduction to the UK Parliament and system of government)

- Introductory film: “How Parliament works in nearly 60 seconds” (Parliament.UK Education Service resource)
- Hand out the Parliament quiz (questions testing pupils’ knowledge of the UK Parliament; the current UK Government and opposition; and the UK constitution)
- Go through the Parliament quiz, using the PowerPoint presentation, “An Introduction to Parliament”, for further information and guidance

Lesson 4: “Young Citizen’s Passport” (YCP); Policing and Your Rights

- Hand out YCPs – a handbook providing information on matters including health, student finance, consumer rights and the police;
- Point out particularly useful sections – both for their lives now and for the future (university life and beyond – e.g. tenancy agreements)
- YCP quiz, to encourage pupils to see the type of information available in the YCP
- Final section of quiz, on “Police and Courts”, leads into a discussion about policing and one’s rights
- The main points to convey to the pupils during the discussion are:
 - Common sense should generally prevail
 - ALWAYS ask for the name and police station of an officer / PCSO who stops you
 - ALWAYS ask for a lawyer – either your own or the duty solicitor
 - Use common sense if making a complaint against the Police: write down full details of the incident as soon as possible after the event; and talk to parents / someone whose judgement you trust about the situation, to see if they think it warrants an official complaint

Appendix 5 – Lower Eighth Form ‘Life Skills’ - Scheme of Work

A. Health Education

Two sessions of this five week course are dedicated to Health Education. Pupils are typically taught in groups of 10-15. The teacher guides discussion and makes sure that key topics and pieces of information are covered. A detailed lesson plan is given to each teacher in advance, containing information about the topics for discussion, links to further resources, and guidance about information which must be made clear to the pupils.

A hand-out containing a summary of important information about each of the topics discussed, as well as links to other resources (e.g. news articles, short films) is e-mailed to all Lower Eighth pupils after the seminar.

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

An additional health/RSE element of the Lower Eighth health education is covered by a talk from the RAP Project, about sexual assault, rape and their prevention. Their talk also looks at the move from school and home to university, and ways to cope with these changes. It covers potential issues in university life (including the proliferation of misogyny and “laddism”). It also includes some safety advice for music festivals and while travelling.

B. Financial Literacy

Three of the five life skills sessions are dedicated to talking to the pupils about financial literacy and planning for their future:

Session 1 – *Financial Survival Skills*

- Bank Accounts
- Insurance
- Credit/Loans

Session 2 – *Planning for your Financial Future*

- The Cost of Living Independently (Rent, Mortgage payments, etc.)
- Saving (including pensions)
- Borrowing (dealing with debt, financial difficulty, etc.)

At the end of the course all pupils are given a paper copy of a booklet produced by Student Finance England (SFE), about student finance and how to apply for student loans etc.

Session 3 – 'Knowing Yourself'

- Personal Branding
- Personality Types

C. US Universities Course

For pupils applying to US universities, a separate seminar is presented by the Head of US Universities, aided by the Colet Fellows. This seminar focuses on finance and university life in the USA.

The main topics covered in this seminar are:

- basics that save money
- budgeting
- dorms and housing
- living off campus:
 - seeking advice from the Housing Office
 - advice on leases
 - support in case of a dispute
 - storage over the summer
- meal plans
- transport and Student Transport Cards
- health insurance
- mobile phones in the USA
- bank accounts
- banking scams
- the risks of credit cards
- cash cards
- budgeting apps

Appendix 6 - Relationship and Sex Education Audit 2019- 2020

In June 2019, the DfE issued statutory guidance concerning the teaching of Relationship and Sex Education in schools. The statutory element of this guidance only comes into effect in September 2020 but St Paul's has sought to incorporate the relevant guidance this year. The audit below provides information about how the recommended content is currently delivered and where further changes will be required from the 2020-2021 academic year.

Topic	Pupils Should Know	Evidence
Families	<ul style="list-style-type: none"> ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek <ul style="list-style-type: none"> ● help or advice, including reporting concerns about others, if needed. 	<p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed Sow</p> <p>5h Form Moral Philosophy and 4th Form 'Safeguarding' Lesson</p>

<p>Respectful Relationships, including Friendships</p>	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable. ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	<p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW, RAP Project Talk</p> <p>4th Form Moral Philosophy & 5th Form Health Ed SoW</p> <p>4th Form Moral Philosophy & 5th Form Health Ed SoW, Chapel</p> <p>4th Form ‘Bullying’ Lesson, 4th Form ICT Curriculum</p> <p>5th Form Health Ed SoW, RAP Project Talk</p> <p>5th Form Health Ed SoW, RAP Project Talk</p> <p>4th Form Diversity Day, 5th Form Human Rights Day</p>
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Online and media	<ul style="list-style-type: none"> ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. ● the impact of viewing harmful content. ● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● how information and data is generated, collected, shared and used online. 	<p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p> <p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p> <p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p> <p>4th Form 'Becoming Independent Lessons', RAP Project Talk</p> <p>RAP Project Talk</p> <p>4th Form 'Becoming Independent Lessons'</p>

		4th Form ICT Curriculum
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 	<p>4th Form Safeguarding Lessons</p> <p>5th Form Health Ed, RAP Project Talk</p>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options 	<p>RAP Project Talk, 5th Form Health Ed</p> <p>5th Form Health Ed</p> <p>5th Form Health Ed, 4th Form Biology SoW</p> <p>5th Form Health Ed</p>

	<p>available.</p> <ul style="list-style-type: none"> ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour. ● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	<p>5th Form Health Ed</p> <p>5th Form Health Ed</p> <p>4th Form Biology SoW</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed, RAP Project Talk</p> <p>5th Form Health Ed, L8th Health Ed</p>
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Physical Health and Mental Wellbeing

Topic	People Should Know	Evidence
Mental wellbeing	<ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons 4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons, 4th Form PE curriculum, L8th Voluntary Program</p>
Internet safety and harms	<ul style="list-style-type: none"> ● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<p>5th Form Wellbeing Lessons ' Self-Esteem', Post GCSE Gambling Talk, L8th Lifeskills course,</p> <p>4th Form Safeguarding</p>

		Lessons, 4th Form ICT curriculum,
Physical health and fitness	<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. about the science relating to blood, organ and stem cell donation. 	5th Form Wellbeing Lessons PE Curriculum: <i>4th Form Health Related Fitness SOW.</i> <i>5th Form Applied Training Methods SOW.</i> <i>6th Form Sport & Exercise Science SOW.</i> GCSE Biology Curriculum, 6th Form Citizenship Course
Healthy eating	<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	5th Form Wellbeing Lessons PE Curriculum: <i>6th Form Sport & Exercise Science SOW.</i> GCSE Biology Curriculum
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. 	5th Form Health Ed, L8th Life Skills

	<ul style="list-style-type: none"> • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	<p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p>
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>GCSE Biology Curriculum, 4th Form Becoming Independent</p> <p>GCSE Biology Curriculum, 4th Form Becoming Independent</p> <p>5th Form Health Ed</p> <p>GCSE Biology Curriculum, 4th Form Becoming Independent</p>
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. 	<p>To commence teaching with introduction of new fourth</p>

	<ul style="list-style-type: none"> ● life-saving skills, including how to administer CPR ● the purpose of defibrillators and when one might be needed 	form course in September 2020 inline with statutory guidance
Changing adolescent body	<ul style="list-style-type: none"> ● key facts about puberty, the changing adolescent body and menstrual wellbeing ● the main changes which take place in males and females, and the implications for emotional and physical health. 	GCSE Biology Curriculum, 5th Form Health Ed, L8th Health Ed