



## 2d PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

This policy has been written in line with Independent Schools Inspectorate regulatory requirements (ISIRR) and also takes into account HM Government Prevent duty guidance.

- 1.1 Introduction
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Appendix A - How Queen Mary's School Achieves Spiritual, Moral, Social and Cultural development of pupils

### **Ethos**

Queen Mary's is a small, non-selective independent school for day and boarding girls up to the age of 16 (accepting boys up to the age of 7). Our priorities are individual academic achievement to the extent of each child's ability, the development of artistic, dramatic, musical and sporting talent to the highest level possible, and the encouragement of each child's leadership qualities and spiritual awareness.

We encourage in each child a strong work ethic that leads her to work independently and thus we enable the academically gifted to study a wide range of subjects, including the classics, to scholarship standard, while encouraging all girls to exceed their academic expectations.

The arts (specifically music, art and drama) are taught formally, and encouraged in a range of extra-curricular choirs, groups and clubs. Excellence at the top informs and raises standards amongst beginners and those at intermediate levels of development. Physical Education is taught through the medium of gymnastics, swimming, dance, athletics and team games, both formally and in extra-curricular clubs. Individuals and teams are encouraged and helped to achieve national and county standards.

We develop in each child her leadership qualities of independence, courage, resilience, a love of adventure and commitment, along with the ability to work as a member of a team and later to lead a team. Many of these characteristics and qualities are included within the class teaching and supervision at the school. Extra-curricular activities include riding, outdoor education and the Duke of Edinburgh's Award Scheme.

Queen Mary's is a Christian school founded on an ecumenical Anglican tradition. We nurture and cultivate each child's spiritual curiosity, awareness and development, so that she may understand and value traditional Christian virtues (humility, unselfishness, temperance and calm), while learning to understand her own place and purpose in God's world and work. The School Chaplain leads formal worship.

In all these activities we encourage children to see their school as a second home and their teachers as guides and mentors, with other children as friends and teammates. We encourage a culture of kindness and an atmosphere of mutual respect, informed tolerance, trust and quiet self-discipline. Children are treated alike in all respects, but the nature and character of the school relies upon children (and staff) living at the school; thus boarding, whether full, weekly or occasional, is encouraged with structured weekend activities.

## **Aims of the School**

Queen Mary's is a Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity. In doing so, we hope that they will:

- Strive for excellence in every endeavour
- Love life and enjoy learning
- Nurture spirituality and grow personally
- Respect individuality and embrace diversity
- Enhance their character and build resilience
- Become an independent young person
- Make strong and lasting friendships

### **1.1 Introduction**

Queen Mary's teaches a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all children, which helps prepare our pupils for the opportunities, responsibilities and experiences of life. Formal provision for this is included within the timetable; girls also develop these areas within their daily life at Queen Mary's through weekly chapel services, educational visits and extracurricular activities.

### **1.2 PSHE Lessons**

PSHE lessons have a formal provision within the weekly timetable. One 55 minute lesson per year group each week.

Queen Mary's actively promotes the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs as set out by the Department for Education.

Through Queen Mary's provision of PSHE we:

- Enable pupils to develop self-knowledge, self-esteem, and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute to the lives of those working and living in the locality of the school and society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### 1.3 Relationship and Sex Education

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE equips pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. As a Christian school, we do not promote early sexual activity or any particular sexual orientation. Rather we teach pupils the need to understand and respect other people should they choose an alternative lifestyle. We encourage all pupils to be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief.

Sex Education at Queen Mary's is taught across the curriculum through Biology, Religious Education as well as through PSHE. As a Christian school, pupils learn about the nature of marriage and its importance for family life and bringing up children.

Curriculum Science covers anatomy, puberty, the biological aspects of sexual reproduction and the use of hormones to control and promote fertility. This is delivered in a developmentally and age appropriate manner and includes the most current, scientifically accurate information.

#### The Parental Right to Withdraw their Daughter from Sex Education Lessons

Parents have the right to withdraw their child from any and every aspect of sex education not contained within the statutory programme of study for science within the national curriculum. However, from their daughter's 15<sup>th</sup> Birthday she can opt into these lessons even if it is against her parents' wishes.

### 1.4 Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

### 1.5 Contribution to spiritual, moral, social and cultural development of our pupils in other avenues.

In addition to the PSHE curriculum, many aspects of pupils' daily life at Queen Mary's contributes to their personal, spiritual, moral, social and cultural development.

#### The Curriculum

Queen Mary's takes pride in the level of support given to each individual child in order for them to reach their full potential.

#### Prayers and Chapel Services

Held regularly these provide opportunities for pupils to worship and reflect.

#### The Tutor System

Every pupil has her own personal tutor who offers academic and pastoral support. Tutors act as the centre of the information web for their tutees.

APPENDIX A: HOW QUEEN MARY'S SCHOOL ACHIEVES SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS

Standard	Details	How QM achieves this...
Part 5 a	Actively promotes the fundamental British values of democracy, rule of law, individual liberty, Mutual respect and tolerance of those with different faiths and beliefs.	<ul style="list-style-type: none"> <li>• School Council</li> <li>• PSHE Lesson</li> <li>• School Rules</li> <li>• RS Lessons</li> <li>• Prayers &amp; Eucharist</li> <li>• School mission statement</li> </ul>
Part 5a (cont.)	An understanding of how citizens can influence decision making through the democratic process	<ul style="list-style-type: none"> <li>• School Council</li> <li>• PSHE</li> <li>• History</li> <li>• Tutor Time</li> <li>• Mock elections</li> </ul>
Part 5a (cont.)	An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety	<ul style="list-style-type: none"> <li>• School Rules</li> <li>• PSHE Lessons</li> <li>• Prayers &amp; Eucharist</li> <li>• History lessons</li> </ul>
Part 5a (cont.)	An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence.	<ul style="list-style-type: none"> <li>• PSHE Lessons</li> </ul>
Part 5a (cont.)	An understanding that the freedom to hold other faiths and beliefs is protected in law	<ul style="list-style-type: none"> <li>• RS Lessons</li> <li>• PSHE lessons</li> </ul>
Part 5a (cont.)	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	<ul style="list-style-type: none"> <li>• RS Lessons</li> <li>• Prayers &amp; Eucharist</li> <li>• PSHE lessons</li> </ul>
Part 5a (cont.)	An understanding of the importance of identifying and combating discrimination	<ul style="list-style-type: none"> <li>• PSHE Lessons</li> <li>• RS Lessons</li> <li>• Prayers</li> </ul>
Part 5b (i)	Enable pupils to develop their self-knowledge, self-esteem and self confidence	<ul style="list-style-type: none"> <li>• School Aims</li> <li>• Tutor Time</li> <li>• PSHE Lessons</li> <li>• Academic Lessons</li> <li>• Outdoor Education</li> <li>• Extra-Curricular Activities</li> <li>• Fixtures</li> <li>• School Trips</li> </ul>
Part 5b (ii)	Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Noting the difference between state law and religious law.	<ul style="list-style-type: none"> <li>• QM Rules</li> <li>• Tutor Time</li> <li>• PSHE Lessons</li> <li>• History Lessons</li> <li>• RS lessons</li> </ul>
Part 5 b (iii)	Encourage pupils to accept responsibility for their behaviour	<ul style="list-style-type: none"> <li>• QM Rules</li> <li>• Tutor Time</li> <li>• PSHE Lessons</li> <li>• Planners</li> <li>• Parents evenings</li> <li>• School Reports</li> </ul>
Part 5 b	Show Initiative	<ul style="list-style-type: none"> <li>• QM Life</li> </ul>

(iii cont.)		<ul style="list-style-type: none"> <li>• Tutor Time</li> <li>• PSHE Lessons</li> <li>• Academic Lessons</li> <li>• Outdoor Education</li> </ul>
Part 5 b (iii cont.)	Understand how they can contribute positively to the lives of those living and working in the local community and to society more widely	<ul style="list-style-type: none"> <li>• PSHE Lessons</li> <li>• Academic Lessons</li> <li>• Tutor Time</li> <li>• Careers</li> <li>• Community Service</li> <li>• Duke of Edinburgh</li> </ul>
Part 5b (iv)	Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England	<ul style="list-style-type: none"> <li>• PSHE Lessons</li> <li>• Tutor Time</li> <li>• Careers</li> <li>• Academic Lessons</li> <li>• Duke of Edinburgh</li> <li>• Eucharist</li> <li>• Guest Speakers</li> </ul>
Part 5b (v)	Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	<ul style="list-style-type: none"> <li>• RS Lessons</li> <li>• Eucharist &amp; Prayers</li> <li>• PSHE lessons</li> </ul>
Part 5b (vi)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Age</li> </ul>	<ul style="list-style-type: none"> <li>• QM Core Values</li> <li>• Tutor Time</li> <li>• PSHE</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Disability</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Gender Reassignment</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• SRE</li> <li>• Crucial Crew Yr. 6</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Marriage &amp; Civil Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• RS</li> <li>• Eucharist &amp; Prayers</li> <li>• PSHE</li> <li>• SRE</li> <li>• Crucial Crew Yr. 6</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Pregnancy &amp; Maternity</li> </ul>	<ul style="list-style-type: none"> <li>• Science Lessons</li> <li>• PSHE</li> <li>• SRE</li> <li>• School Nurse</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Race</li> </ul>	<ul style="list-style-type: none"> <li>• RS lessons</li> <li>• PSHE lessons</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Religion or Belief</li> </ul>	<ul style="list-style-type: none"> <li>• RS Lessons</li> <li>• PSHE lessons</li> <li>• Planners</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Sex</li> </ul>	<ul style="list-style-type: none"> <li>• Science Lessons</li> <li>• SRE Speakers</li> <li>• School Nurse</li> <li>• Life Skills Week</li> <li>• PSHE lessons</li> </ul>
Part 5b (vi cont.)	Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. <ul style="list-style-type: none"> <li>• Sexual Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• RS lessons</li> <li>• Crucial Crew</li> </ul>

Part 5b (vii)	Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied.	<ul style="list-style-type: none"> <li>• PSHE Lessons</li> <li>• School Council</li> <li>• Tutor Time</li> </ul>
Part c	The proprietor... Precludes the promotion of partisan political views in the teaching of any subject in the school	<ul style="list-style-type: none"> <li>• School Rules</li> <li>• PSHE lessons</li> <li>• Tutor time</li> </ul>
Part d (i)	The proprietor... Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school.	<ul style="list-style-type: none"> <li>• Prayers &amp; Eucharist</li> <li>• PSHE Lessons</li> <li>• Academic Lessons</li> </ul>
Part d (ii)	The proprietor... Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school	<ul style="list-style-type: none"> <li>• Deputy Head</li> <li>• HOD PSHE</li> <li>• Board of Governors</li> </ul>
Part d (iii)	The proprietor... Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.	<ul style="list-style-type: none"> <li>• Deputy Head</li> <li>• HOD PSHE</li> <li>• Board of Governors</li> </ul>

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