



FARNBOROUGH HILL
WHOLEHEARTEDLY

PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) POLICY AND CURRICULUM

Our Mission

Farnborough Hill welcomes all into our community, where we aim to live Christ's Gospel values joyfully and wholeheartedly, forming each individual to fulfil her potential and face the future with wisdom, strength and dignity.

As a Catholic girls' school, Farnborough Hill is committed to the formation and development of young women, engendering growth in self-respect and a sense of self-worth, recognising that each of us is created in the image of God. As such, our PSHEE programme aims to promote the spiritual, moral, social, cultural, academic and physical development of each pupil, as well as preparing them for the opportunities, responsibilities and experiences of adult life.

This policy should be read in conjunction with:

- Relationships and Sex Education Policy
- School Counselling Policy
- A model Catholic Secondary RSE Curriculum (Catholic Education Service, 2019)

The content of the PSHEE programme complements and enhances the academic curriculum and the enrichment provision at Farnborough Hill. As directed by the Diocese of Portsmouth, our PSHEE programme uses all relevant resources from Ten:Ten Resources and is strongly supplemented by the PSHE Association Programme of Study. Through this combination of resources, our planning and delivery of PSHEE reflects both the National Curriculum guidelines established by the Department for Education and the model Catholic Secondary RSE curriculum provided by the Catholic Education Service.

The School 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 via the PSHEE programme, and also during other PSHEE opportunities, such as Assemblies and talks. Any political views expressed as part of the PSHEE programme are given in a balanced manner. Opposing views are also expressed and explained so that information given is not biased, enabling pupils to make informed judgments.

Methodology

The PSHEE Co-ordinator is responsible for co-ordinating and developing the School's PSHEE programme, assisted by the Heads and Assistant Heads of Year as well as Form tutors.

PSHEE is primarily delivered via timetabled PSHEE lessons and PSHEE days. PSHEE is also, on occasion, delivered during Form Time sessions. PSHEE lessons are usually run by the Form Tutors, as well as the Head of Year and other staff, such as the Assistant Head of Year, the School Nurse and the Chaplain. In all Year Groups, off-timetabled PSHEE days are organised by the PSHEE Co-ordinator, involving a range of sessions run by tutors, the Head of Year, Assistant Head of Year and other staff, as well as outside speakers.

The delivery of the PSHEE programme is monitored on a regular basis by the PSHEE Co-ordinator, Heads of Year and the Deputy Head – Pastoral via learning walks, dialogue with Form Tutors and through Pupil Voice questionnaires. Parents receive a full written report on their daughter's progress in PSHEE as part of the annual report cycle.

Where appropriate, PSHEE training for staff is delivered during Staff Seminar Days, either about subjects that will be covered during PSHEE lessons or to tie in with topics that visiting speakers will deliver during the academic year. PSHEE INSET is made available as regularly as possible, for example via cluster meetings and CPD courses.

PSHEE in the Sixth Form

The focus of the PSHEE programme in the Sixth Form is to prepare for life beyond Farnborough Hill, including specific guidance regarding careers and Higher Education. Our programme continues to promote self-awareness and opportunity awareness, helping each girl to become aware of her strengths, skills, abilities and interests, so that she can begin to define the person she is now and the person she would like to become. We especially aim to challenge stereotyped attitudes to the areas of work that our pupils may enter. Decision making and information handling are key parts of the programme, along with learning how to live with change as the girls develop and practise flexibility and self-reliance.

Continuing the school's ethos of service to the community, pupils are given the opportunity to serve on the School Council, take an active part in running the Houses and organising House events, support the work of academic departments and raise funds for particular charities such as CAFOD. All Upper Sixth girls are allocated an area of responsibility within the School community.

Careers

Careers Education is delivered by the Head of Careers, tutors and external speakers as part of the PSHEE programme. This programme is introduced at KS3 and supports the pupils throughout their school life. Advice is provided to help pupils choose GCSE and post 16 courses as well as, where appropriate, apprenticeships and other vocational pathways. We aim to promote the best interests of the pupils by helping them to know themselves, and how their strengths, weaknesses and interests relate to the world of work. All those delivering careers provision are aware of the need for impartiality and to avoid the pitfalls of stereotyping, so that all pupils are fully informed and can make choices about a broad range of career options to enable them to fulfil their potential.

Citizenship

Citizenship is an integral part of PSHEE and the wider life of the pupils at Farnborough Hill. There are three main strands to citizenship education:

- social and moral responsibility – both within and beyond the classroom
- community involvement
- political awareness – problems and practices of our democracy, including an understanding of fundamental British values and how to become effective in public life

Living by both Gospel and Fundamental British Values involves good citizenship, care and respect for others, and helpful engagement in the life of the School and the wider community. Fostering and developing Citizenship Education helps pupils become informed, thoughtful and responsible individuals who are aware of their duties, rights and privileges. Citizenship naturally forms part of the PSHEE programme in every Year Group, but aspects of citizenship are considered within most curriculum subjects and the skills of enquiry, communication, participation and responsible action are everyday classroom.

Confidentiality and Safeguarding

At Farnborough Hill we would hope to create within the classroom an environment of support where everyone feels comfortable about expressing their views and concerns. However, members of staff cannot and should not promise total confidentiality in any situation. As per the school Safeguarding Policy, any disclosures made as part of a PSHEE sessions should be passed onto the Deputy Head – Pastoral as the Designated Safeguarding Lead (DSL), or one of the Deputy Designated Safeguarding Leads (DDSLs)

Chaplaincy and Counselling Services

The benefits surrounding talking therapies, support and intervention are regularly discussed in PSHEE and are positioned as such within the PSHEE curriculum and broader school life. The School Chaplain fully supports the PSHEE programme. Pupils may visit the Chaplain in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). Pupils may also visit the School Counsellor (on referral), again in the knowledge that their conversations are confidential (unless a pupil raises a safeguarding or child protection issue). See *School Counselling Policy*.

This policy and the Schemes of Work are reviewed annually by the PSHEE Co-ordinator, Deputy Head – Pastoral and the Heads of Year.

The next review is due in September 2026.

Appendices

- 1) Overview documents for each Year Group
- 2) Sixth Form PSHEE Programme
- 3) Opportunities for Practical Citizenship in School

Created and Loved by God (Health and Wellbeing)



Year 7

- Getting to know myself
- Puberty and Menstruation
- Personal Hygiene

- Nutrition and Diet, incl Sleep
- Healthy Exercise
- Getting to/from School
- Staying safe out and about
- First Aid

- Emotional Health and Wellbeing
- Protecting and maintaining positive Mental Health
- Resilience



Year 8

- Nutrition and diet, incl. sleep
- Healthy Exercise
- Smoking
- Drugs, incl alcohol

- Emotional Health and Wellbeing
- Celebrity Culture and Influence
- Impact of Social Media
- Protecting and maintaining positive Mental Health
- Resilience
- Identity and Contributing Factors



Year 9

- Nutrition and diet, incl sleep
- Healthy Exercise
- Responsibility for physical health
- Unhealthy habits, dependence and addiction
- Drugs, incl alcohol
- Smoking

- Emotional Health and Wellbeing
- Celebrity Culture and Influence
- Impact of Social Media
- Protecting and maintaining positive Mental Health
- Resilience
- Identity and Contributing Factors



Year 10

- Nutrition and diet, incl sleep
- Healthy Exercise
- Staying safe out and about
- Responsibility for physical health
- Unhealthy habits, dependence and addiction
- Drugs, incl alcohol
- Smoking

- Emotional Health and Wellbeing
- Impacts of Social Media
- Protecting and maintaining positive Mental Health



Year 11

- FGM and Honour-based abuse
- STIs
- Fertility and Pregnancy

- Drugs, incl. alcohol
- Smoking
- First Aid
- Mental Health First Aid

- Emotional Health and Wellbeing
- Identity and Contributing Factors

Created to Love Others (Relationships)



Year 7

- Developing Emotional Vocabulary
- Making Friendships
- Maintaining Friendships
- Social Influences and Peer Pressure (incl gang issues)
- Relationship Values (incl. internal and external influences)
- Romantic Relationships (incl. LGBTQ+)
- Family Life and Parenting
- Rights and Responsibilities Online



Year 8

- Coping with Conflict
- Social Influences and Peer Pressure (incl gang issues)
- Relationship Values (incl. internal and external influences)
- Romantic Relationships (incl LGBTQ+)
- Family Life and Parenting
- Appropriate Behaviour



Year 9

- Developing Emotional Vocabulary
- Coping with Conflict
- Social Influences and Peer Pressure (incl gang issues)
- Relationship Values (incl. internal and external influences)
- Romantic Relationships (incl. LGBTQ+)
- Boundaries
- Family Life and Parenting
- Online Privacy
- Dealing with Inappropriate Content Online



Year 10

- Developing Emotional Vocabulary
- Social Influences and Peer Pressure
- Relationship Values (incl. internal and external influences)
- Romantic Relationships (incl. LGBTQ+)
- Boundaries & Consent



Year 11

- Developing Emotional Vocabulary
- Social Influences and Peer Pressure
- Relationship Values (incl. LGBTQ+)
- Pornography and Sex in the Media
- Consent
- Family Life and Parenting
- Rights and Responsibilities Online
- Dealing with Inappropriate Content Online

Created to Live in Community (Living in the Wider World)

					
Year 7	<ul style="list-style-type: none"> •Budgeting •Rights and Responsibilities •Diversity of Society •Breaking down Stereotypes •National Careers' Week 	<ul style="list-style-type: none"> •British Parliament and Voting •British Law, Crime and Punishment •Equality •National Careers' Week •The World of Work •Take Your Daughter to Work Day •Year 9 Options •Media Bias and Responsibility 	<ul style="list-style-type: none"> •Saving •Rights and Responsibilities •Living in and Maintaining a Democracy •Parliament and Law Making •Equality •National and International Issues •Diversity of Society •Breaking down Stereotypes •Extremism and Intolerance •National Careers' Week •GCSE Options •Role and Impact of Social Media •Evaluation of Information 	<ul style="list-style-type: none"> •Saving •Credit and Borrowing •Rights and Responsibilities •British Parliament and Voting •Living in and Maintaining a Democracy •Diversity of Society •Breaking down Stereotypes •Extremism and Intolerance •National Careers' Week •Employment Law •Media bias and Reliability •Evaluation of Information 	<ul style="list-style-type: none"> •Gambling and misuse of money •Equality •Extremism and Intolerance •National Careers' Week •The World of Work •Work Experience •University Life •Preparing for Life After School •Role and Impact of Social Media •Media bias and Reliability •Evaluation of Information

All pupils are taught revision skills as part of this PSHEE unit. They also learn how to evaluate their strengths alongside identifying areas for improvement and setting appropriate target.

Citizenship (including FBV and SMSC)



Year 7

- Form Prayer Intention
- Community Feast Day Cards
- House Buddy activities
- Year 7 Retreat
- Year 7 Assembly preparation
- Year 7 Liturgy preparation
- School Council Reps



Year 8

- Form Prayer Intention
- Community Feast Day Cards
- House Buddy activities
- Year 8 Retreat
- Year 8 Assembly preparation
- Year 8 Liturgy preparation
- School Council Reps



Year 9

- Form Prayer Intention
- Community Feast Day Cards
- Year 9 Retreat
- Year 9 Assembly preparation
- Year 9 Liturgy preparation
- School Council Reps
- DofE scheme discussions



Year 10

- Form Prayer Intention
- Community Feast Day Cards
- Year 10 Retreat
- Year 10 Assembly preparation
- Year 10 Liturgy preparation
- School Council Reps



Year 11

- Form Prayer Intention
- Community Feast Day Cards
- Year 11 Retreat
- Year 11 Assembly preparation
- Year 11 Liturgy preparation
- School Council Reps
- Year 11 Prefects
- National Citizenship Scheme discussions
- Parksief Summer Volunteering Scheme discussions

Sixth Form PSHEE Programme

	Lower Sixth	Upper Sixth
Health and Wellbeing	<ul style="list-style-type: none"> • Body Image, Self-Perception and the Media • Mental Health and Emotional Wellbeing • Maintaining a Healthy Lifestyle as a Young Adult • Managing Risk and Personal Safety • Drugs, Alcohol and Tobacco • Sexual and Reproductive Health 	<ul style="list-style-type: none"> • Drugs, Alcohol and Tobacco • Mental Health and Emotional Wellbeing • Managing Risk and Personal Safety • Sexual and Reproductive Health
Relationships	<ul style="list-style-type: none"> • Relationship Values • Forming and Maintaining Respectful Relationships • Consent • Bullying, Abuse and Discrimination 	<ul style="list-style-type: none"> • Forming and Maintaining Respectful Relationships • Consent
Living in the Wider World	<ul style="list-style-type: none"> • Choices and Pathways • Higher and Further Education Information • UCAS Preparation • Sixth Form Leadership Responsibilities • Political Awareness and Current Affairs – Democracy and Citizenship • Self-evaluation and Target Setting • Financial Choices • Media Literacy and Digital Resilience 	<ul style="list-style-type: none"> • Self-evaluation and Target Setting • Employment Rights and Responsibilities • Interview Practice • Developing Careers Skills • Establishing Leadership Responsibilities • UCAS Preparation and Applications • Student Life • Financial Choices • Political Awareness and Current Affairs
Citizenship (including SMSC and Fundamental British Values)	<ul style="list-style-type: none"> • Writing of Form Prayer Intentions • Lower Sixth Assembly Preparation • Lower Sixth Retreat • Sixth Form Christmas and Easter Service preparation • Community Feast Day Cards 	<ul style="list-style-type: none"> • Writing of Form Prayer Intentions • Lower Sixth Assembly Preparation • Lower Sixth Retreat • Sixth Form Christmas and Easter Service preparation • Community Feast Day Cards

Opportunities for Practical Citizenship

Whole School		
School Council/School Council representatives	Form Captain/Deputy/ Recycling Reps/House Reps	House charity collections
Open Afternoon/Open Day helpers	Whole school and Form assemblies	Community Feast Day involvement and Harvest Festival donations
CAFOD events eg <i>Family Fast Day</i>	Elections	Public Speaking Public Debating
Charity Collections initiated by pupils	Public Speaking	Debating

Key Stage 3	Key Stage 4	Sixth Form
Take your Daughter to Work Day involvement	Year 11 Prefects	Leadership roles: School Leaders, House Leaders, Games Captains
Social Justice Club	Running Young Enterprise Companies	Running Young Enterprise Companies
Duke of Edinburgh Award (Bronze)	Duke of Edinburgh Award (Silver)	Duke of Edinburgh Award (Gold)
Empower	Presenting F'Hill Radio programmes	Presenting F'Hill Radio programmes
	Model UN	Pupil 'tutoring' scheme in lessons as part of Enrichment programme
		Voluntary work
		Involvement in Busy Bees
		Taking visitors on tours of the School
		CAFOD Young Leaders