



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

PSHCE and RSE Policy

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Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy (2020)
	Safeguarding Policy (2020)
	E-Safety and Acceptable Use Policy (2020)
	Anti-bullying policy (2021)

Ms A Pettit, Subject Leader for PSHCE is responsible for reviewing and updating this policy.

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AIMS/VALUES

Physical, Social, Health, Careers Education (PSHCE) is not an isolated curricular area. To be successful it needs to be embedded in all subjects so students can make connections with the world around us to aid their personal development. This underpins cross-curricular threads and breaks barriers or stereotypes, and creates opportunities for students to view learning as something other than subjects delivered in boxed time slots during a school day but as an evolving part of everyday life. This policy was produced in consultation with Pastoral Leaders and pupils.

Our overall aims;

- To provide a firm understanding of real issues that contribute to the health and wellbeing of young people
- To educate students with the knowledge of what is acceptable in our society and giving them the knowledge to keep themselves and others safe
- To encourage students to gain independence and take responsibility for the care and wellbeing of themselves and those close to them
- To prepare our pupils for their future in a variety of roles such as; parents, valuable citizens, employees and leaders
- To foster a love of learning that extends lessons and encourages pupils to make a difference within the local community surrounding issues they see as important
- To enhance understanding of subjects and concerns that may be labelled as a challenging topic with an aim to educate and make a difference. Our students will be given facts and encouraged to make independent decisions.

EQUALITY, DIVERSITY AND INCLUSION

KEY DEFINITIONS:

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Unconscious bias is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

ROLES AND RESPONSIBILITIES

It is important that all staff have an awareness of PSHCE, that life learning is not secluded to the classroom but is within the walls of the school, on the bus journey, dinner queue, form tutor chat or charity event for instance. Staff should continue to uphold the vision and values for the school, follow safeguarding procedures and ask for help when needed.

Teachers of PSHCE have a responsibility to review their lessons, keep up to date with knowledge and research to deliver high quality lessons that engage and promote curiosity whilst maintaining the very real belief that the students can make a difference however small. It is imperative that staff feel comfortable with answering questions in a variety of formats, through knowledge and in depth research surrounding the subject. Staff should engage with relevant CPD and share knowledge with the wider team to continually improve learning for pupils. Teaching staff should ensure they have the knowledge or laws associated with their topic and that they share this information with pupils, they should also keep up to date with relevant support organisations and signpost pupils to these during lessons.

The role of teaching staff:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education (RSE). Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader (SL)
- Attend and engage in professional development training around PSHCE education provision where appropriate
- Provide feedback to the SL on their experience of teaching RSE and pupil response
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHCE and RSE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs
- Adhere to the rotation document to ensure a fair coverage of strands per class
- Adapt lessons where needed and respond to the individual students in their classroom considering any vulnerable information
- Staff should have good knowledge of gender neutral pronouns and use these when addressing pupils
- Staff should have confidence when teaching about gender, anatomy and identity to use correct terminology
- Carefully adapt lessons to suit remote learning when needed
- Monitor and track assessment for learning and pupil engagement which includes regular assessment for learning and making of books

The role of Form Tutors:

- To encourage a high standard of learning during form sessions
- Deliver high quality sessions provided by the Pastoral team within the weekly carousel
- To deliver any PSHCE content where missed from lessons and to support with consolidating learning during Tutor Time where needed
- Ensure they have knowledge of the PSHCE curriculum so that they can support pupils in their form
- To monitor work set on the Form Group classroom to gain understanding of pupil responses to topics

The role of Pastoral Leaders:

- Read and understand the annual planning document and ask questions to clarify any areas of concern or misunderstanding
- They should alert the SL and class teacher to an issue they feel may specifically affect a student
- Inform the SL at strategic points throughout the year of pastoral trends with an aim to utilise the flexible curriculum to personalise learning
- Deliver assemblies that are relevant to pupils and that cover and compliment PSHCE subject content

In addition all staff should adhere to equality, diversity and inclusion avoiding any bias as outlined above.

How to overcome unconscious bias, all staff should;

- Be aware of unconscious bias.
- Don't rush decisions, rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.

The role of parents:

- The school expects parents to support and share the responsibility of RSE and PSHCE.
- Parents can keep up to date with the curriculum through information on the school's website.
- To respond to surveys sent regarding well being and PSHCE content to further enrich the breadth and depth of topics covered to ensure they meet pupil needs.
- To engage with all information and guidance sent or posted on our website to ensure full understanding of the content and aims of PSHCE
- Parents should communicate with relevant staff if they have any concerns regarding their daughter's welfare. This, where relevant, will be communicated to the SL through the PL.

The role of students:

- Pupils are expected to attend PSHCE lessons that are in their school timetable and take them seriously.
- Pupils should bring the correct equipment to class including their PSHCE books which should be kept in good condition and follow the rules for presentation
- The school expects pupils to recognise that these classes are a very important part of the curriculum and a tool to aid personal development.
- Pupils should support one another with issues that arise through PSHCE by:
 - Listening in class;
 - Being considerate of other people's feelings and beliefs;
 - To comply with confidentiality rules that are set in class and are key to effective provision.

Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We ask pupils for feedback on the school's relationships and sex education provision throughout the year and expect them to take this responsibility seriously. There are also opportunities to feedback through Form Tutor Chats and their Pastoral leaders. The curriculum outline highlights our provision of relationships and sex education this follows guidance from the Department of Education for statutory RSE.

This policy will be available to parents and carers via our school website. We are committed to working closely with parents and carers. Parents can see when RSE will take place within the context of PSHCE lessons by looking at their child's timetable, the curriculum list above and the rotation guide which will be published on our website. As part of our approach to RSE opportunities for parents to view examples of resources will be referenced on the school website and shown during selected evenings.

PSHCE STRANDS

PSHCE encompasses 4 strands:

- **Relationships and Sex Education-** personal wellbeing, healthy living , risk and Relationships
- **Digital presence and finance-** Online reputation, cyberbullying , staying safe online, money sense, making informed decisions
- **Citizenship-**examines democracy and justice, rights and responsibilities, identities and diversity: living together in the UK
- **Personal Identity and Wellbeing-** mental health, pressures, media portrayal and diversity, building resilience and coping strategies

RSE is lifelong learning that responds to the status quo and supports students in forming their own identity but also encourages inclusivity where students make up their own mind considering British Values and what they consider to be morally right irrespective of the beliefs of those around them. RSE is an integral part of our curriculum and the subjects covered are listed below. Our RSE programme will be taught by a range of teaching methods and activities, including those shown during relevant parental and carer evenings. Selected resources, such as film clips and activities will be used which support and promote the understanding within a moral/ values context and underpin pupil choices and behaviour as they develop into young adults. Pupils will be taught about the society in which they are growing up and learning experiences foster respect for others and for difference. Lessons support pupils in developing healthy relationships. All lessons are age appropriate and follow the statutory guidance and include resources recommended by the PSHE Association.

Through an annually changing curriculum PSHCE adapts to current pupil needs, concerns from Pastoral Leaders, CPOMS information, student voice and current affairs.

We are delighted to have a sixth form PSHCE team who support in reviewing the programme of study. They will conduct pupil voice at key points throughout the year to track pupil perception and hear how pupils are learning. This is then fed back to the Subject Leader to gain knowledge of the curriculum and adapt where necessary.

Through learning walks and book looks the progression through strands is tracked and monitored in addition to the quality of teaching and learning. Teachers will use regular assessment for learning within their lessons to establish if pupils are making progress and gaining understanding of the topics.

Parents have the right to request that their child be excused from the sex education within RSE only, this can be granted up to three terms before their child is 16. Parents should contact the Pastoral Leader should you require further information.

CURRICULUM

With an aim to draw on expertise and to create a structure that allows students to access all of the curriculum PSHCE is delivered through a carousel of lessons where students rotate to different strands. For September 2021 we aim to utilise expertise and new learning by establishing a PSHCE team of three to four teachers in Sixth Form and a single teacher for Year 8, this is a trial with the following aims:

- To establish professional relationships with pupils allowing them to proactively engage with debate and discussion
- To further build on pastoral knowledge to enhance the curriculum
- To enable staff to utilise CPLD opportunities within the classroom over time

PSHCE lessons are seen as a distinct lesson by students and teachers and are kept interesting. This enables progression through the strands and allows teachers to be more responsive to the needs of the group. Where there is a pastoral need the lessons can be adapted to respond to or pre-empt a year group challenge.

Our curriculum will be taught by teachers in our school who gain expertise and knowledge by remaining with the same year group and strand throughout the year. We aim to keep a stable team of teachers within the PSHCE team to ensure confidence of topics and through understanding of the subject. We are delighted to take this opportunity to have visiting facilitators where possible to enhance learning opportunities, previously these have included Karma Nirvana, MedMinds and Teenage Cancer Trust.

The delivery of the content will be accessible to all pupils, including those with SEND via the SENCO by making staff aware of the learning needs through sharing the pupil profiles in school. Where needed the SENCO carries out observations to assess further support strategies and communicates to staff during briefings and emails. Teaching staff will adapt resources and their teaching style to meet the needs of individuals. There are opportunities, where relevant, for SEND pupils to have smaller or individual taught sessions to suit their learning needs.

As always, this year, lessons will evolve and adapt in response to a series of pupil voice, Pastoral Leader input, PSHE Association guidance, resources that are released by credible organisations and the ever changing world around us.

An outline of the curriculum is below:

Year 7

<p>Pupils will have dedicated timely sessions to support their development for PSHCE, these listed opposite will be delivered to all pupils at the same time rather than on rotation.</p>	<ul style="list-style-type: none"> ● There is more to life than grades ● Don't let emotions ruin your life ● Resilience and the teenage survival guide ● Mental Wellbeing ● Growing and Changing; addressing gaps in knowledge from missed learning due to lockdown
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Relationship and Sex Education	<ul style="list-style-type: none"> ● Puberty and periods ● Changing adolescent body ● Female Genital Mutilation ● Friendship and respectful relationships
Personal Identity and Wellbeing and Health Education	<ul style="list-style-type: none"> ● Celebrating Diversity ● Dental health
Digital Presence and Finance	<ul style="list-style-type: none"> ● How does money affect my feelings? ● What are the links between jobs and money? ● Staying safe online ● Cyberbullying
Citizenship	<ul style="list-style-type: none"> ● Introduction to Citizenship; ● Human rights ● Children's rights ● Democracy and dictatorship ● Radicalisation

Year 8

Sex and Relationships	<ul style="list-style-type: none"> ● Appropriate contact ● Sexual orientation and gender identity ● Puberty and consent ● HPV and cervical cancer ● Child abuse
Personal Identity ,Wellbeing and Health	<ul style="list-style-type: none"> ● Self Harm: myths and facts, delivered by the Pastoral Leader in assembly format ● Family life ● Long term commitment ● The Legal Statute of Marriage ● Parenting ● Dental Care
Digital Presence and Finance	<ul style="list-style-type: none"> ● Scambusters: spending online ● What affects my choices about money? ● Cyberbullying ● Safe social networking
Citizenship	<ul style="list-style-type: none"> ● Hope not hate: British Values ● Prevent: Understanding and preventing extremism ● How laws are made

Year 9

Sex and Relationships	<ul style="list-style-type: none"> ● Contraception awareness and safer sex ● LGBTQ+
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	<ul style="list-style-type: none"> ● Puberty
Personal Identity, Wellbeing and Health	<ul style="list-style-type: none"> ● Grooming; Child Sexual Exploitation and child abuse ● Introduction to HIV (What HIV is. Developing empathy and understanding.) ● Healthy body
Digital Presence and Finance	<ul style="list-style-type: none"> ● Bank of England ● EconoME ● What influences my decisions? ● How can I make informed decisions? ● Why do my decisions matter?
Citizenship	<ul style="list-style-type: none"> ● Basic First Aid; ● Common injuries as well as life saving skills ● How to help someone who is unresponsive and not breathing; CPR and the purpose of defibrillators ● Healthy relationships ● The Next Generation Awards

Year 10

Sex and Relationships	<ul style="list-style-type: none"> ● Forced Marriage ● Disrespect nobody: consent ● FGM ● My values: sexual maturity ● Contraception and Sexually Transmitted Infections ● The laws, rights and responsibilities ● Sex and the media ● Forming positive relationships ● The dangers and law around sharing sexual images ● Introduction to trafficking and staying safe
Personal Identity ,Wellbeing and Health	<ul style="list-style-type: none"> ● HIV (raising awareness, challenging the stigma) ● PREVENT ● How language can divide us ● Influence ● Community ● Stress ● Healthy coping strategies, inc the benefits of physical exercise

	<ul style="list-style-type: none"> ● Aggression
Digital Presence and Finance	<ul style="list-style-type: none"> ● Natwest: Money sense ● How money can affect my wellbeing. ● How do I keep my money secure? ● Designing an app ● Staying safe online ● CEOP Online blackmail ● Gambling ● Sharing of images and empathy ● Online peer pressure
Citizenship	<ul style="list-style-type: none"> ● The facts and health implications of alcohol ● The facts and health implications of drugs and smoking ● Drugs and crime ● Gangs managing risks and staying safe ● Risks and consequences, inc laws relating to carrying an offensive weapons ● Knife crime ● VAWG ● Smoking, E cigarettes, the harms and links to cancer ● Legal rights and responsibilities regarding equality (Equality Act 2010) Unique and Equal ● Parliamentary democracy ● Human rights and International Law ● Electoral systems

Year 11

Sex and Relationships	<ul style="list-style-type: none"> ● Pregnancy, including teenage pregnancy and fertility levels of men and women and the links to life styles and miscarriage ● Contraception ● Sexually transmitted Infections ● HPV and cervical cancer ● Legal options for pregnancy including abortion ● Honour based violence
Personal Identity, Wellbeing and Health	<ul style="list-style-type: none"> ● LGBTQ+; accepted terminology and terms ● Child and sexual abuse ● Talking about depression

	<ul style="list-style-type: none"> ● Importance of healthy sleep ● Healthy relationships with others ● Emotional health: be unstoppable ● Stop stigma, mental health awareness and facts ● Understanding mental health ● Healthy bodies and healthy lifestyle ● Safety and sexual harassment
Digital Presence and Finance	<ul style="list-style-type: none"> ● Online reputation and social networking. ● Work skills: effective use of social media ● Internet and emails ● Being smart on your smartphone ● Viewing harmful content online
Citizenship	<ul style="list-style-type: none"> ● Extremism ● Prevent ● Faith and Hate crime ● Tax facts ● Attitudes towards gang violence ● First Aid inc CPR

Year 12

Sex and Relationships	<ul style="list-style-type: none"> ● Breast care including breast cancer ● Sexual curiosity ● Child Sexual Exploitation
Health and Wellbeing	<ul style="list-style-type: none"> ● Cyberbullying LGBTQ+ focus ● Female Genital Mutilation ● Mindfulness
Digital Presence	<ul style="list-style-type: none"> ● Digital footprint ● Internet Safety ● Streaming
Citizenship	<ul style="list-style-type: none"> ● How does politics impact your lives? ● Voting and political participation ● Rights and Brexit
Wellbeing and Personal Safety	<ul style="list-style-type: none"> ● Suicidal thoughts ● Teenage partner abuse ● Digital self esteem
Economic wellbeing; preparation for university and finance	<ul style="list-style-type: none"> ● Barclays life skills ● Exploring bank accounts and credit cards ● Renting accommodation and choosing insurance policies ● Survival money skills

Year 13

Sex and Relationships	<ul style="list-style-type: none">● Legal position of abortion● Ethics and dangers of pornography
Health and Wellbeing	<ul style="list-style-type: none">● Relationship abuse● Sharing sexual images, the law and consequences
Digital Presence	<ul style="list-style-type: none">● Tax and starting your first job● Flat Sharing
Citizenship	<ul style="list-style-type: none">● Hate Crime● British Heart Foundation CPR
Wellbeing and Personal Safety	<ul style="list-style-type: none">● Risk temptations, including consequences on personal lives, safety, career, relationships and future lifestyle● Rape
Economic wellbeing; preparation for university and finance	<ul style="list-style-type: none">● Knife Crime● Homelessness

During assembly time topics will include;

- Blood, Organ and Stem Cell donation
- Loss and bereavement from Winston's Wish
- The importance of sleep
- Mental Health Awareness
- Anti Bullying
- Movember
- Nobody is Normal Campaign from Childline
- World Aids Day
- Kooth and support available

In addition to the PSHCE curriculum lessons in Biology pupils learn:

Year 7	Puberty, adolescence ,reproductive systems, fertilisation & menstrual cycle.
Years 8 and 9	Sexual reproduction: gametes and the genetics of it.
Years 10 and 11	Menstrual cycle, revision of reproduction

CAREERS

The Careers Curriculum for PSCE is guided by the Career Development Institute's Framework for Careers Education. The framework presents end of key stage learning outcome statements for learners across 17 important areas of careers, employability and enterprise education grouped under three headings:

- **Developing yourself through careers, employability and enterprise education:** Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work
- **Learning about careers and the world of work:** Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development
- **Developing your career management, employability and enterprise skills:** Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

This is then reviewed as we analyse our progression against the Gatsby Benchmarks.

Year 7:

- Identify the changes you have experienced and the skills you have developed so far;
- identify your preferences, interests, strengths, personality and careers aspirations;
- consider change and transition;
- understand and consider the differences between a skill and a quality;
- reflect upon your own skills and qualities;
- consider skills and qualities that may be different in various roles;
- consider what success means to you;
- record and present information about yourself;
- understand what is meant by work.

Year 8:

- explain what is meant by beliefs, and identify some of your own beliefs which are important now and for your future career;
- consider the reasons that people work;
- consider your own motivations for choosing a career and explain your reasons;
- consider the differences and similarities between school and work;
- explore different job roles and consider their different rewards and if they interest you;
- identify some of your personal qualities and how they can affect particular pathways and spare time activities;
- analyse personal qualities associated with particular jobs;
- understand what skills are and identify some of your own skills;
- identify the skills needed for life and work;
- understand the qualifications framework.

Year 9:

- Identify the influences on you;
- identify stereotypes that will inhibit choice;
- consider what influences decision;
- consider how to make an informed decision;
- understand the future pathways available to me.

Year 10:

- Identify steps to take to achieve your career aim;
- identify skills and qualities that employers are looking for, matching own skills and qualities to this and identifying needs/personal priorities;
- use knowledge and understanding to think critically about what impact this may have on educational choices and experiences;
- have an overview and understanding of how the world of work may change by 2030;
- understand what predicted skills and knowledge young people will need to prepare for the future world of work and use this knowledge and understanding to think critically about what impact this may have on educational choices and experiences

- understand the main elements that make up a CV and covering letter and their purpose;
- consider how knowing yourself and your skills/qualities will help with applications;
- understand what is meant by 'labour market information';
- consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle and choices;
- understand the need to investigate whether a work sector is declining, static or growing;
- understand how to access Unifrog and how it can support future career decisions.

Year 11:

- review factors influencing post-16 option decision making;
- identify individual progress for decision making and transition post-16;
- identify implications of skills and interests for post- 16 options and careers ideas;
- understand what is meant by 'labour market information';
- consider the changes in the Labour Market and the effect it may have on the job market and lifestyle and choices;
- understand the need to investigate whether a work sector is declining, static or growing;
- have an increased awareness of employment laws for young people;
- be more aware of rights at work and where to get help;
- be more aware of roles at work and what an employer would expect of you;
- practise refining short, positive statements about yourself;
- identify key elements of good and bad applications;
- create a CV and covering letter;
- track personal post-16 transition progress and identify any further action required;
- understand how to access Unifrog and how it can support future career decisions.

OPPORTUNITIES OUTSIDE OF LESSONS

Induction Days

In order to support pupils in preparing for the year ahead we use Pastoral Leader feedback along with data recorded from CPOMS, our safeguarding and child protection software and pupil voice to tailor induction days. The Induction days aim to pre-empt issues that may arise and to equip pupils with the skills, resilience and knowledge to deal with any problems they may face. We provide many examples of the support network around them along with real life stories or scenarios.

Recent Induction days included;

Year 7	Introduction to Well being and strategies to encourage mindfulness.
Year 8	Body confidence and inspirational female leaders. Mindfulness activities.
Year 9	Building resilience and how to cope when things don't go your way. Bystander or lifesaver. Dragon's Den entrepreneur competition.
Year 10	Influences on health and healthy behaviours. Supporting good health and healthy behaviours.
Year 11	Equality and Discrimination Wellbeing

Next Generation Awards, Year 9

This involves a series of lessons and guest speakers run in school with the Civic Society which passionately believes that children have important contributions to make towards the development of Birmingham. This award programme provides a means for them to make those contributions, drawing their attention to the fact that they are the future citizens of Birmingham and that their ideas, hopes and expectations do matter. They must conduct research and develop proposals for actions that would improve some aspect of life in the future. The scheme asks pupils to work in teams to identify issues and trends affecting people in their community, student work in small groups within forms and create presentation exploring the issues. Peers elect one group per form to make their presentation to a member of the Civic Society. We are delighted to have achieved second place last year and awarded a cheque to make the project 'Dream Green' and 'Bloom' a reality.

Sketchbook circle

This is a joint opportunity with PSHCE and the Art Department. A 'Sketchbook Circle' is an opportunity for students and staff to contribute to a collaborative piece of artwork in the form of a sketchbook.

Students can use any media or combinations of materials as they see fit. The themes have been carefully chosen to celebrate the positive differences and attributes of the students.

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The Subject Leader for PSHCE will ensure that an update on the PSHCE provision will be reported to the Governors annually. A review of PSHCE will be carried out by the Subject Leader for PSHCE and the SLT Link Manager (the DSL) who will review this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headmistress to implement the school's PSHCE strategy and to ensure that all stakeholders are aware of the school policy. The Headmistress can also report to the Governing Body about the effectiveness of the Policy on request.