



**DURHAM SCHOOL FOR GIRLS DOHA**

# **PSHE and Relationships Education Policy**

Whole-school policy and curriculum framework

|              |                                                     |
|--------------|-----------------------------------------------------|
| Policy owner | Deputy Head of Secondary (Pastoral/DSL)             |
| Applies to   | All students and staff across Primary and Secondary |
| Approved by  | Senior Leadership Team                              |
| Review date  | September 2027, or earlier when required            |
| Version      | 1   Academic year 2026-27                           |

# Contents

1. Policy statement
2. Purpose and principles
3. Regulatory and school framework
4. Whole-school PSHE curriculum
5. Relationships Education
6. Teaching, safeguarding and inclusion
7. Parent partnership
8. Roles, monitoring and quality assurance
9. Related policies and reference frameworks
10. Document control and review

## 1. Policy statement

Durham School for Girls Doha (DSGD) provides Personal, Social, Health and Economic Education (PSHE) as a planned whole-school programme from Primary through Secondary. It supports students to develop the knowledge, skills, values and confidence needed to stay safe, build healthy relationships, manage wellbeing, contribute positively and prepare for adult life.

Provision is rooted in the school's MARK values - Moral Integrity, Ambition, Responsibility and Kindness - and is delivered in a manner consistent with Qatari culture, Islamic values, Qatar National Identity, safeguarding expectations and the school's British international context.

## 2. Purpose and principles

This policy sets out the whole-school approach to PSHE and Relationships Education. It applies to planned lessons, form or class time, assemblies, enrichment and other approved personal-development activity.

- PSHE is age-appropriate, progressive, culturally appropriate and relevant to students' needs.
- Safeguarding and student dignity take precedence over curriculum delivery.
- Students are not required to disclose private experiences or personal or family information.
- Teaching recognises individual needs, including SEND, language, medical and developmental needs.
- Resources are reviewed for suitability within the DSGD and Qatar context before use.

### 3. Regulatory and school framework

DSGD plans and reviews PSHE with regard to applicable Ministry of Education and Higher Education (MoEHE) requirements and current direction for private schools, Qatar National School Accreditation (QNSA) expectations, British Schools Overseas (BSO) Standards and ISP safeguarding and Learning. First expectations. Qatar law and MoEHE requirements take precedence where requirements differ or are updated.

The BSO framework includes expectations for relationships Education in Primary and relationships provision in Secondary. DSGD delivers this provision within its approved curriculum and the regulatory, religious, social and cultural context of Qatar.

### 4. Whole-school PSHE curriculum

The curriculum is progressive: Primary establishes vocabulary, habits, values and protective behaviours; Secondary revisits these with increasing complexity, independence and relevance to adolescence and future life.

| Curriculum area          | Primary emphasis                                                                                          | Secondary emphasis                                                                                                  |
|--------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Health and wellbeing     | Emotions, hygiene, healthy routines, resilience, wellbeing, trusted adults and help-seeking.              | Mental wellbeing, stress, resilience, healthy choices, risk awareness and help-seeking.                             |
| Relationships and safety | Family, friendship, kindness, privacy, personal boundaries, safe/unsafe situations and anti-bullying.     | Respectful relationships, peer pressure, conflict, boundaries, dignity, safeguarding and harmful behaviour.         |
| Online safety            | Privacy, responsible device use, digital kindness, cyberbullying and asking for help.                     | Social media, privacy, digital footprint, cyberbullying, image-sharing, online risk and responsible technology use. |
| Values and citizenship   | Qatar National Identity, British Values, Islamic and MARK values, rules, fairness, service and community. | Qatar National Identity, Islamic and MARK values, British values in context, leadership, service and student voice. |
| Future readiness         | Aspiration, simple financial awareness and awareness of work, wellbeing.                                  | Careers, pathways, employability, financial wellbeing and responsible decision-making.                              |

The Deputy Head of Primary (Pastoral/DSL) oversees the detailed Primary programme. The Deputy Head of Secondary (Pastoral/DSL), with Heads of Year and relevant staff, oversees the Secondary programme. Curriculum maps and schemes of work provide the operational

detail and may be updated without rewriting this policy, provided they remain within its principles and approved boundaries.

## **5. Relationships Education**

Relationships Education forms part of the school's whole-school PSHE provision. Teaching is age-appropriate and supports students to understand healthy friendships and relationships, family and community, respect, kindness, dignity, privacy, personal boundaries, safe and unsafe situations, online relationships and how to seek help.

Content is planned and delivered in accordance with applicable MoEHE requirements, Qatari culture and Islamic values, the school's safeguarding responsibilities and relevant BSO expectations. Resources are reviewed and approved for suitability within the DSGD context.

Factual biological or reproductive content within the school's approved Science curriculum is taught through Science under the relevant curriculum and resource controls. Staff must not independently introduce sensitive content, resources or external speakers outside the approved curriculum. Questions outside the planned lesson should be handled professionally and referred to the relevant pastoral, safeguarding or curriculum leader where guidance is needed.

## **6. Teaching, safeguarding and inclusion**

### **6.1 Teaching and resources**

- Teaching should use clear, age-appropriate language and establish a respectful classroom climate.
- UK or international PSHE materials must not be assumed suitable without contextual review and approval.
- External contributors must be approved in advance, briefed on safeguarding and curriculum boundaries, and supervised by school staff.
- Sensitive questions should not be improvised where the answer falls outside the approved curriculum or requires specialist guidance.

### **6.2 Safeguarding**

- Any disclosure or safeguarding concern arising through PSHE must be managed immediately under the Safeguarding and Child Protection Policy.
- Confidentiality must never be promised. Staff should listen, reassure, record and report; they must not investigate or ask leading questions.
- PSHE is educational rather than therapeutic. Individual medical, counselling or safeguarding needs should be referred to the appropriate school service.

### **6.3 Inclusion**

PSHE must be accessible to all students. Language, pace, examples and participation may be adapted for SEND, language, sensory, medical or developmental needs. Protective

safeguarding messages and expectations remain clear, and reasonable adjustments should preserve dignity and meaningful participation.

## 7. Parent partnership

DSGD recognises parents as essential partners in students' personal development. The school will make this policy available, provide appropriate information about provision and consult parents where required in relation to Relationships Education. Questions about curriculum content should be directed to the class teacher/form tutor or relevant pastoral leader.

Parent questions or concerns will be considered respectfully within the school's safeguarding responsibilities, approved curriculum, MoEHE requirements and applicable BSO expectations.

## 8. Roles, monitoring and quality assurance

| Role                                       | Key responsibilities                                                                                                                                        |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal / SLT                            | Approve strategic direction; assure regulatory alignment, safeguarding and appropriate resourcing.                                                          |
| Deputy Head Secondary (Pastoral/DSL)       | Policy owner; oversees Secondary provision, safeguarding alignment, monitoring and whole-school coherence.                                                  |
| Deputy Head Primary (Pastoral/DSL)         | Oversees Primary provision, progression, safeguarding alignment, age-appropriate resources, staff guidance and identification of emerging needs in primary. |
| Heads of Year / phase and curriculum leads | Support delivery, curriculum coverage, staff guidance and identification of emerging needs.                                                                 |
| Teachers / form and class staff            | Deliver approved content, maintain appropriate boundaries, adapt provision and follow safeguarding procedures.                                              |
| Students and parents                       | Engage respectfully, contribute appropriate feedback and raise questions or concerns through agreed routes.                                                 |

Provision will be reviewed through curriculum coverage, learning walks or work scrutiny where appropriate, student voice, staff feedback, safeguarding and pastoral themes, and relevant parent feedback. Leaders will use this evidence to identify gaps, duplication, emerging needs and staff-training priorities. Monitoring is developmental and does not require high-stakes academic grading or personal disclosure from students.

## 9. Related policies and reference frameworks

This policy should be read alongside the Safeguarding and Child Protection Policy; Behaviour for Learning Policy and Student Code of Conduct; Anti-Bullying Policy; Online Safety/Acceptable Use/BYOD procedures; SEND and Inclusion Policy; Attendance and Punctuality Policy; Careers provision; Complaints Policy; Staff Code of Conduct; and approved Science curriculum documentation.

Reference frameworks include current MoEHE requirements and guidance applicable to private schools in Qatar; QNSA and school quality-assurance expectations; British Schools Overseas Standards; ISP safeguarding and Learning.First expectations; and DSGD vision, mission and MARK values.

## 10. Document control and review

The Deputy Head of Secondary (Pastoral/DSL) owns this policy. Senior Leadership Team approves it. The Primary Pastoral Lead, Secondary pastoral leaders, safeguarding team and relevant curriculum leaders contribute to implementation and review. The policy will be reviewed annually, or earlier following regulatory, safeguarding, curriculum or organisational change.

| Version | Date           | Summary                                                                                                                                                                        | Next action                                           |
|---------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1.1     | September 2026 | Whole-school PSHE and Relationships Education policy established for Primary and Secondary; regulatory, safeguarding, curriculum and quality-assurance expectations clarified. | Annual review September 2027, or earlier if required. |