

RELATIONSHIPS AND SEX EDUCATION POLICY

RATIONALE AND ETHOS

Relationships and Sex Education (RSE) became a statutory requirement in September 2020. This policy is a supplementary policy to the Pastoral Education Policy to highlight how Tonbridge meets its statutory obligations in this regard. It has been written by the Deputy Head Pastoral, through consultation with the Head of Pastoral Education and is reviewed annually.

RSE facilitates the boys' understanding of the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. This includes knowledge of forming, sustaining and ending healthy relationships; understanding their body, their feelings and attitudes towards others; keeping safe by looking after their sexual health; and understanding who they can turn to for help in these matters in an age-appropriate way.

RSE is primarily taught in lessons as part of the School's Pastoral Education curriculum. It is complemented by talks and workshops run by expert external speakers. We also run a peer teaching programme where older students facilitate RSE sessions for younger students.

AIMS

The School's overarching aim and objective for our boys is to enable them to become well-rounded individuals who are empathetic to people's needs and who can create positive relationships. This includes supporting their personal, physical, psychological, cultural, moral and spiritual development and wellbeing through the provision of high quality RSE.

We aim:

- To promote healthy, supportive and respectful relationships with peers, parents, teachers and all other people, with whom boys come into contact in their daily lives;
- To promote healthy romantic relationships founded on the principles of mutual respect, mutual trust, mutual commitment and mutual consent;
- To help boys recognise unhealthy and/or unsafe relationships and to signpost them to appropriate support;
- To encourage respect and tolerance for and acceptance of other people;
- To celebrate difference in themselves and others, especially in respect to race, religion, sexual orientation, gender, special educational needs, disability and family dynamics;
- To encourage boys to challenge unkind and/or unacceptable behaviour and language where they encounter it;
- To equip boys with the skills to challenge extremist ideologies and protect them from radicalisation;
- To increase the awareness amongst boys of the Safeguarding responsibilities of the School.

ROLES AND RESPONSIBILITIES

The RSE programme is led by the Head of Pastoral Education and is primarily delivered by specialist Pastoral Education teachers and external speakers. It is supported by medical staff, Pastoral staff, tutors and other staff when required.

This Policy should be read in conjunction with the policies and other documents listed below:

- Safeguarding Policy;
- The Prevent Duty at Tonbridge School Policy
- Tonbridge School Ethos and Aims Policy;
- Online Safety Policy;
- Behaviour, Rewards and Sanctions Policy;
- Acceptable Use of Computers Policy;
- Mobile Phone Use Policy;
- Medical Policy;
- Emerging Technologies and Use of New Media Policy;
- Discrimination and Equal Opportunities (For Boys);
- Anti-bullying Policy;
- Cyberbullying Policy;
- Pastoral Care Policy;
- Philosophy of Care Policy;
- Pastoral Education Policy;
- SMSC Development of Boys Policy;
- Statement of Boarding Principles;
- Special Educational Needs and Disability Policy; and
- The Pastoral Education Department Handbook

This Policy also takes into account the following legislation and guidance:

- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 under sections 34 and 35 of the Children and Social Work Act 2017;
- Keeping Children Safe in Education (2023);
- Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. of The 1996 Education Act and the updated Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for schools in England. (Sept 2019);
- Equality Act 2010; and
- The Education (Independent School Standards) Regulations 2019.

RSE COURSE CONTENT

The table below sets out where the content required by the statutory guidance 'Relationships Education, Relationships and Sex Education, and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' is covered at Tonbridge.

The School continues to develop knowledge on topics specified for primary education as required and in addition cover the following content by the end of boys, time in secondary education:

	Statutory Requirement	Material covered at Tonbridge
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. 	Year 9 <ul style="list-style-type: none"> • Healthy Relationships Course (LT): Parents and Families Topic
	<ul style="list-style-type: none"> • how these relationships might contribute to human happiness and their 	Year 9 <ul style="list-style-type: none"> • Healthy Relationships Course (LT): Parents and Families Topic

	<p>importance for bringing up children.</p> <ul style="list-style-type: none"> 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 help or advice, including reporting concerns about others, if needed. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Parents and Families Topic <p>Year 10: Healthy Intimate Relationships Course (LT): Marriage topic</p> <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Parents and Families Topic • • Year 10: Healthy Intimate Relationships Course (LT): Marriage topic <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Parents and Families Topic <p>Year 10: Healthy Intimate Relationships Course (LT): Marriage topic</p> <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Parents and Families Topic <p>Year 10: Healthy Intimate Relationships Course (LT): Marriage topic</p> <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): throughout Digital Wellbeing Course (ST): throughout <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships and Safe Sex (LT): throughout <p>Year 12/13</p> <ul style="list-style-type: none"> Harmful Substances (MT): Drugs, alcohol and choices topic Pornography (LT): Porn and reality topic Upper 6th Relationships scenario discussion groups
Respectful relationships, including friendships	<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 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout

	<p>ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> 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 	<p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships Course (LT): Emotional safe relationships topic <p>Year 12/13</p> <ul style="list-style-type: none"> Harmful Substances (MT): Drugs, alcohol and choices topic Upper 6th Relationships scenario discussion groups <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships Course (LT): Emotional safe relationships topic • <p>Year 9</p> <ul style="list-style-type: none"> How to be Healthy Course (MT): Healthy mind topic Healthy Relationships Course (LT): Tolerance and Acceptance topic PRISM Assembly • <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships Course (LT): Emotional safe relationships topic Discrimination Course (ST) <p>Year 11</p> <ul style="list-style-type: none"> Citizenship Course (LT): Equality Act topic; Gender-based discrimination topic <p>Year 12/13</p> <ul style="list-style-type: none"> Pornography Course (LT): Porn and reality topic; Porn and violence topic <p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Tolerance and Acceptance topic PRISM Assembly
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	<p>due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotional safe relationships topic • Discrimination Course (ST) 	<p>Year 10</p> <ul style="list-style-type: none"> • Citizenship Course (LT): throughout <p>Year 11</p> <ul style="list-style-type: none"> • Pornography Course (LT): Porn and reality topic; Porn and violence topic
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	<p>Year 9</p> <ul style="list-style-type: none"> • Healthy Relationships Course (LT): Healthy Friendships topic • Digital Wellbeing Course (ST): throughout • ABC Assembly • ABC Representatives tutor time <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotional safe relationships topic • ABC Assembly • ABC Representatives tutor time <p>Year 13 Upper 6th Relationships scenario discussion groups</p>
	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	<p>Year 9</p> <ul style="list-style-type: none"> • Healthy Relationships Course (LT): Healthy Friendships topic • Digital Wellbeing Course (ST): throughout <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotional safe relationships topic <p>Year 11</p> <ul style="list-style-type: none"> • Citizenship course: Gender-based discrimination topic <p>Year 13</p>

		<ul style="list-style-type: none"> Upper 6th Relationships scenario discussion groups
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships Course (LT): Emotional safe relationships topic <p>Year 11</p> <ul style="list-style-type: none"> Citizenship course: Gender-based discrimination topic <p>Year 12/13</p> <ul style="list-style-type: none"> Pornography Course (LT): Pornography and violence topic Upper 6th Relationships scenario discussion groups
	<ul style="list-style-type: none"> 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>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Tolerance and Acceptance topic <p>Year 11</p> <ul style="list-style-type: none"> Citizenship Course (LT): Equality Act topic; Gender-based discrimination topic
Online Safety	<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. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout Acceptable Use Policy Assembly Online Safety Assembly <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships (LT): Emotionally safe relationships topic Online Safety Assembly

	<ul style="list-style-type: none"> 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. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout Acceptable Use Policy Assembly Online Safety Assembly <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships (LT): Emotionally safe relationships topic Online Safety Assembly
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout Acceptable Use Policy Tutor Time with quiz Online Safety Assembly <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships (LT): Emotionally safe relationships topic Online Safety Assembly
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	<p>Year 9</p> <ul style="list-style-type: none"> Healthy Relationships Course (LT): Healthy Friendships topic Digital Wellbeing Course (ST): throughout Acceptable Use Policy Tutor Time with quiz Online Safety Assembly <p>Year 10</p> <ul style="list-style-type: none"> Healthy Intimate Relationships (LT): Emotionally safe relationships topic Online Safety Assembly <p>Year 12/13</p> <ul style="list-style-type: none"> Pornography Course (LT): Pornography and violence topic
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	<p>Year 9</p>

		<ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Pornography topic <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships (LT): Emotionally safe relationships topic <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): throughout
	<ul style="list-style-type: none"> • 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. 	<p>Year 9</p> <ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Pornography topic <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships (LT): Emotionally safe relationships topic • (MT) Peer mentoring Masculintiy <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): throughout
	<ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	<p>Year 9</p> <ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Pornography topic <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): throughout
	<ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online. 	<p>Year 9</p> <ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Data topic <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): The Porn Industry topic
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. 	<p>Year 9</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships (LT) <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotionally safe relationships topic <p>Year 11</p> <ul style="list-style-type: none"> • Citizenship Course (LT): Gender-based discrimination topic

		<p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): Pornography and Violence topic
	<ul style="list-style-type: none"> • 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>Year 9</p> <ul style="list-style-type: none"> • Healthy Relationships Course (LT): Healthy Friendships topic; Parents and Families topic • Digital Wellbeing Course (ST): throughout • <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotionally safe relationships topic <p>Year 11</p> <ul style="list-style-type: none"> • Citizenship Course (LT): Gender-based discrimination topic <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): Pornography and Violence topic • Upper 6th Relationships scenario discussion groups
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. 	<p>Year 9</p> <ul style="list-style-type: none"> • Digital Wellbeing Course: Sending nudes topic <p>Year 10:</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships course (LT): Healthy Relationships topic; Emotionally safe sex topic • <p>Year 12/13:</p> <ul style="list-style-type: none"> • Pornography Course (LT): Porn and reality topic • Relationships at University assembly
	<ul style="list-style-type: none"> • 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. 	<p>Year 9</p> <ul style="list-style-type: none"> • How to be Healthy Course (MT): Puberty topic <p>Year 10:</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships course (LT): throughout

		<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	<p>Year 9:</p> <ul style="list-style-type: none"> • How to be Healthy Course (MT): Puberty topic <p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic
	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	<p>Year 9:</p> <ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Sending nudes topic • <p>Year 10:</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships course (LT): Healthy Relationships topic; Emotionally safe sex topic <p>Year 12/13:</p> <ul style="list-style-type: none"> • Pornography Course (LT): Porn and reality topic; Porn and violence topic
	<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	<p>Year 9:</p> <ul style="list-style-type: none"> • Digital Wellbeing Course (ST): Sending nudes topic <p>Year 10:</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships course (LT): Healthy Relationships topic; Emotionally safe sex topic •
	<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic
	<ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic
	<ul style="list-style-type: none"> • 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). 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic
	<ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV/AIDs, are 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum

	<p>transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships course (LT): Physically safe sex topic • Positive Voice talk on HIV/AIDS <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): Porn and reality topic 	
	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic • Positive Voice talk on HIV/AIDS
	<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	<p>Year 9</p> <ul style="list-style-type: none"> • How to be Healthy Course (MT): Alcohol and vaping topic <p>Year 10</p> <ul style="list-style-type: none"> • Healthy Intimate Relationships Course (LT): Emotionally safe sex topic • <p>Year 11</p> <ul style="list-style-type: none"> • Mental Health Course (MT): Substance abuse topic • Citizenship course (LT): Gender-based discrimination topic <p>Year 12</p> <ul style="list-style-type: none"> • Harmful substances course (MT): Throughout
	<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	<p>Year 10:</p> <ul style="list-style-type: none"> • Biology Curriculum • Healthy Intimate Relationships course (LT): Physically safe sex topic <p>Year 12/13</p> <ul style="list-style-type: none"> • Pornography Course (LT): Porn and reality topic

CONSULTING PARENTS

We are committed to working with parents and carers. The School believes that the prime responsibility for bringing up children rests with the parents. Evidence suggests¹ that parents are the

¹ <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20and%20parents%20-%20evidence%20-%20202011.pdf>

key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings.

Our Pastoral Education curriculum, including RSE, plays a role that is complementary with and supportive to that of parents. The School surveys parents annually on the content of the Pastoral Education curriculum, including RSE, to make sure that parents' views are taken into account when planning the curriculum for the following year.

Additionally, Tonbridge is committed to providing outstanding Pastoral Education (including RSE) to parents, to enable them to have positive and productive conversations about such topics with their children and to increase their confidence around their parenting decisions. This education is provided through the Parents' Pastoral Conference and the Parents' Pastoral Webinar Series. Parents are consulted at the end of the academic year to find out the topics on which they want more education the following year and the programme is designed to reflect this.

Parents are also encouraged to discuss RSE issues with Pastoral and House staff and can visit the School Medical Centre for further advice.

Parents are welcome to express their opinions at any point and can contact the Head of Pastoral Education or the Deputy Head Pastoral with any concerns or questions that they may have.

THE RIGHT TO WITHDRAW A CHILD

Parents or carers cannot withdraw their child from the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If parents do not want their child to take part in some or all of the Sex Education lessons delivered between Years 9-10 (Novi and Second Year), they can ask that they are withdrawn. A request for withdrawal from Sex Education lessons would need to be made to the Headmaster.

The Headmaster will then consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three School terms before a child turns 16. At this age, any child can choose to receive Sex Education if they would like to, and the School would arrange for the boy to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Materials which will be used in the School's RSE Programme can be seen by parents on the Pastoral Education section of the Parent Portal or on request from the Head of Pastoral Education.

EQUALITY

We ensure equality by giving boys the facts so that they can make up their own mind based on their own experience and history. We will answer their questions by framing the answer in the context of our diverse society's views as well as how the School views an issue and how it can provide support. We have a zero-tolerance approach to any form of bullying or discrimination. Housemaster/mistresses share information on boys where there is a concern. We will review this policy every year or in light of any substantial issues that are brought to our attention.

The programme will be taught to engender life skills in decision making, identifying a situation in a hierarchy of importance and thereby eliciting an appropriate response.

ASSESSMENT OF AND FOR LEARNING AND EVALUATION OF THE CURRICULUM

Assessment of and for learning is built into the Pastoral Education courses, including for the RSE content, in the following ways:

- **Teacher questioning:** as in all other subjects, teachers assess boys in lessons by making informal judgements during discussion tasks and feedback sessions.
- **Reviewing classwork:** boys complete their classwork in workbooks for each course. The workbooks are reviewed regularly by teachers to assess learning and the progress made by each boy.
- **Boy confidence checkers:** in their course workbooks, boys are asked to assess their own confidence at the start and then at the end of each topic. This enables them to reflect on their progress with that topic.
- **Boy reflection tasks:** in their course workbooks, boys are invited to reflect on their learning at the end of each topic to articulate the key messages they have taken away.
- **End of course assessment and feedback quiz:** at the end of each course, boys are set a short assessment containing (i) summative questions on the material studied; (ii) feedback questions for them to provide their thoughts on the course, including an opportunity to say if they thought something was missing or they would have liked to learn more about something in particular.

The effectiveness of the curriculum is judged using the assessment strategies above, as well as ongoing consultation with the boys through boy surveys and focus groups. Additionally, the Head of Pastoral Education meets once per cycle with the Deputy Head Pastoral and the Lower Master to reflect on pastoral issues in the school more broadly; this enables the Head of Pastoral Education to evaluate whether material needs to be added, adapted or moved in the curriculum as a result.

REVIEW OF THIS POLICY

This Policy is reviewed annually by the Deputy Head Pastoral in conjunction with the Pastoral Education, the Lower Master and the Second Master, to take into account any changes required as a result of the evaluation of the previous year's curriculum as detailed above.