



# PSHE AND RSE POLICY

*Reviewed and updated autumn 2023 | Next review autumn 2024*

## Introduction

- Relationships Education is compulsory in all primary Schools in England.
- Relationships and Sex Education is compulsory in all secondary Schools
- Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent Schools.

The School offers information to pupils concerning health and sex education using language and materials appropriate for each age group. High quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare children for the opportunities, responsibilities and experiences of adult life, both in the real world and online. These subjects aim to give children and young people the skills, knowledge and understanding that they will need to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support.

## Parental, staff and student involvement regarding the policy

The School will consult with parents, via an information evening, and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually.

Parents will be informed at the start of each term what PSHE topics will be covered that term. This will allow parents to inform the School if there are any issues surrounding sensitive topics, such as mental health concerns or cancer in the family. This will also give advanced warning of the sex education topics. Support can be given to parents in how to approach these conversations with their daughters.

Health and Sex Education are covered by class teachers, science specialists and outside speakers. All PSHE and sex education is offered within a context of responsible, moral discussion without insisting on the adoption of any particular religious or philosophical viewpoint.

## Parental right to withdraw children

In the Senior School, parents hold the rights to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education. In considering such a request, the School will follow the following process:

- The Head should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.

- The Head should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the School should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms.
- For most pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head will want to take a pupil's SEND into account when making this decision.
- If a pupil is withdrawn from sex education, the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- In the Junior School, pupils will not be taught sex education, except from sex education taught under the science curriculum. The PSHE syllabus will cover relationships education and puberty, pupils cannot be withdrawn from these lessons.

## Teaching and Learning Objectives

The religious background of all pupils will be considered when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. The School will teach about different faith perspectives and balanced debate may take place about issues that are seen as contentious.

We support a 'needs driven' curriculum which uses pupils' expressed needs as its starting point. This is particularly relevant in the teaching of sex education. For this reason, we do not keep rigidly to the curriculum overview but use it as a guide and respond to the needs of the pupils. This includes considerations with regards to pupils with SEND. Where appropriate the SENDCo or a teaching assistant may be invited to attend a lesson in which sensitive discussions are taking place. This can allow for individual questions to be asked or discussions to be had, or for a pupil to be removed from the lesson with ease if it is required.

## Relationships Education (Infants and Juniors)

Relationship Education will focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This starts from the very basics of what a relationship is, what friendship is and what family means. From the beginning teachers should talk clearly about features of healthy and positive friendships, family relationships and other relationships which younger children are likely to encounter, being mindful of the very different family environments children will come from, e.g., single parent families, LGBT parents, foster parents/carers. Care and sensitivity must be applied to ensure no child is stigmatised based on their home circumstances. As pupils progress through Junior School the principles of safe, positive relationships and how they apply online as much as offline also needs to be covered appropriately.

Intrinsic qualities and behaviours such as kindness, consideration and respect, honesty and truthfulness, resilience, and integrity also need to be covered. The DFE guidance makes clear that the cultivation of resilience and positive character attributes is most effective when set in a School- wide context where such virtues are actively developed, promoted and practised.

Pupils are naturally inquisitive and their questions will often go beyond the scope of the lesson plan and often the curriculum. Teachers will endeavour to handle such questions with sensitivity and at an age-appropriate

level, whilst remaining aware that if questions go unanswered the pupil may seek less reputable sources of information or take their search online.

## **Relationships and Sex Education - RSE (Secondary)**

RSE should focus on giving young people the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It should also cover contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

It is important that pupils understand how good relationships, underpinned by respectful behaviours, can have a positive impact on their mental wellbeing, and that they can identify when relationships are not right or are harmful (both on and offline), and how such situations can be handled. Applicable law must be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Within subject delivery, there should be a strong focus on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling and healthy sexual relationships (regardless of sexual orientation) at the appropriate time. Young people should feel they can ask questions in a safe environment, and the teacher should give consideration as to how issues can be raised anonymously if needed.

Schools can have a key role to play in being a place of consistency and safety for children who may be experiencing unhealthy or unsafe relationships at home or socially. The School's approach to RSE must keep in mind the Keeping Children Safe in Education policy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Lessons will address the physical and emotional damage caused by female genital mutilation (FGM), and how to seek support.

Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. This should be integrated appropriately into the RSE programme and should not be delivered as a separate lesson / subject.

Secondary relationship education is most successful where teaching about positive relationships is underpinned by a wider, deliberate cultivation and practice of resilience and positive virtues.

Teaching staff cannot offer or guarantee confidentiality. Should a teacher learn from an under 16-year-old that they are having or contemplating having sexual relations:

- The pupil will be persuaded, wherever possible, to talk to their parents and to seek medical advice.
- Child protection issues will be considered and the issue referred to the DSL.

## **Health Education: Physical Health and Mental Wellbeing**

The School will provide Health Education, ensuring pupils have the information they need to make good decisions about their own health and wellbeing, recognise issues when they arise (in themselves and others) and seek support as early as possible. The delivery of Health Education has the potential to have a positive impact on behaviour and attainment. The School endeavours to design and plan age-appropriate subject

content, although the DFE statutory guidance sets out core areas appropriate for primary and secondary age pupils. Puberty should be covered in Health Education before its onset, so that pupils are prepared in advance for changes they will experience.

### **Health Education (Junior and Infant)**

The Junior and Infant Schools' focus is on teaching the characteristics of good physical health and mental wellbeing, both of which are a part of normal, everyday life. This starts with pupils being taught the benefits of daily exercise, good nutrition and sufficient sleep, as well as giving children the language and knowledge to understand the normal range of emotions everyone experiences. This should equip children with the ability to articulate how they are feeling, to talk about their bodies, health and emotions, and determine whether what they are feeling and how they are behaving is appropriate and proportionate.

Once these building blocks are in place, content should move on to focus on how pupils can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health problems and basic first aid. The positive two-way relationship between good physical health and good mental wellbeing, and the benefits of exercise and time spent outdoors, should be explored. The health and wellbeing benefits of hobbies, interests and community participation should also be covered. Delivery should also include the importance of balancing time spent on and off line, and for older children in the Junior School this should extend to why social media, computer games and online gaming have age restrictions.

Together, these areas give a firm foundation for then exploring poor health and wellbeing including the impact of unhappiness, loneliness and bullying.

### **Health Education (Secondary)**

In the Senior School we will build on the foundations of Health Education set in the Junior School and introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing and the impact of puberty (including understanding of and preparation for menstruation) on their wider health and wellbeing. Pupils should be equipped with the knowledge to understand and identify where normal variations in emotions and physical complaints end, and where health and wellbeing issues begin.

Pupils should feel able and empowered to protect and support their own health and wellbeing, recognising the relationship between good physical health and good mental wellbeing. Pupils should know the contribution that hobbies, interests and community participation have to overall wellbeing, recognising that humans are social beings and that outward facing activity (service to others in particular) are beneficial to wellbeing, as well as helping to develop a stronger society. The impact of isolating and disconnecting lifestyle choices on wellbeing should also be covered.

Whilst the starting point should be on enabling pupils to make well-informed, positive choices for themselves, they also need to be taught about common problems. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and effective interventions. The impact of time spent on social media including online forums and games should also be covered.

Alongside this, pupils need to know who they can go to for further help, advice and support, both inside and outside School.

Health Education should complement the KS3 curriculum for PE and Sports as well as Computing/ICT.

## **Statutory requirements**

The DFE Statutory Guidance gives a framework which sets out what content must be covered by Primary and Secondary Schools in delivering Health, Relationship and Sex Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **Keeping Children Safe**

At the heart of these subjects is keeping children safe. Our policy on Child protection should be read alongside this policy.

## **Curriculum and Assessment**

We have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Government guidance on RSE, Relationships Education and Health Education lists what pupils should know by the end of primary and secondary School. These statements can be used to plan RSE and broader PSHE education programmes. We will follow The PSHE Framework for PSHE education, using the thematic model.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
<b>Year 1</b>	Roles of different people;  families; feeling cared for	Recognising privacy;  staying safe;  seeking permission	How behaviour affects others;  being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; Communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends;  feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively ; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family;  features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; Different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid.
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary School and personal safety in and outside School, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks



<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Work experience</b> Morrisby and Barclays Preparation for and evaluation of work experience and readiness for work	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  Evaluation of work experience
<b>Year 11</b>	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Communication in relationships and Families</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.		<b>Independence</b> Responsible health choices, and safety in independent contexts	