



# RUGBY SCHOOL THAILAND

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PERSONAL, SOCIAL, HEALTH  
EDUCATION (PSHE)  
THE WHOLE ME PROGRAMME

THE WHOLE PERSON THE WHOLE POINT

*The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.*

### Version Control

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### Review process

Policy review frequency: Annually or as required	Responsibility for review: Deputy Heads Pastoral
<p>Review process:</p> <ol style="list-style-type: none"> <li>I. Conduct policy review.</li> <li>II. Modification will be made where appropriate.</li> <li>III. Submit for review and approval by the relevant Governors' sub-committee.</li> </ol>	
<p>Documentation and communication:</p> <p>Document decision changes will be written in as addition and approved via SLT. There will be an update on the Version Number of the Document.</p>	

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## 1. INTRODUCTION

- 1.1. PSHE: Personal, Social, Health Education PSHE (The Whole Me Programme) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes students need to thrive as individuals, family members and members of society.
- 1.2. The Whole Me makes an important contribution to the School's statutory responsibilities to provide a curriculum that is balanced and broadly based and which promotes the welfare, health and safety of students, promotes the spiritual, moral, social and cultural development of students, prepares students for the opportunities, responsibilities and experiences of later life, achieves the whole curriculum aims, promotes community cohesion, actively promotes fundamental British values and respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, consent, pregnancy and maternity, sex, sexual orientation, race, religion and belief.
- 1.3. Our Whole Me programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing students with a genuinely holistic education. All members of staff teach aspects of PSHE, contributing to the "hidden curriculum" through the behaviour and relationships they model. An effective school ethos requires effective relationships between all members of the school community and school policies to be compatible with what is taught in PSHE education. PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively.
- 1.4. The Whole Me embodies our statutory commitment, contextual practice and the guidance of the Keeping Children Safe in Education Act 2025. The Whole Me must provide relationship and health education (RSE) to all students as per section 34 of the Children and Social work act 2017.

### Safeguarding

- 1.5. Teachers need to be vigilant that sometimes disclosures may be made during PSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes, it is clear that certain students may need time to talk one-to-one after the lesson has ended. It is important to allow the time and appropriate staffing for this to happen. It goes without saying that teachers can at no time promise complete confidentiality, which is in line with safeguarding duties.

## 2. STATEMENT OF AIMS

- 2.1. Our aims in the teaching of PSHE are for all students:
  - to promote protective behaviours by improving students' knowledge of their bodies, health, and emotions;
  - to know and understand what is meant by a healthy lifestyle;
  - to be aware of safety issues;
  - to understand the dynamics of good and bad relationships;

- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- to provide space for open discussion on all aspects of life and society;
- to learn about community and how people can add in a positive way to the lives of others;
- to ensure students listen carefully to others' points of view and learn how to argue their case in a positive, respectful way;
- to enable each student to recognise their talents and to develop their leadership potential;
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach students the correct vocabulary to describe themselves and their bodies.

### 3. STATUTORY REQUIREMENTS

- 3.1. At Rugby School Thailand we do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- 3.2. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state UK as outlined in section 403 of the [Education Act 1996](#).
- 3.3. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance, and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

3.4 The RSE guidance for implementation in September 2026 has been acknowledged. As part of our programme, we are reviewing the following topics and assessing how they can be more fully integrated into our curriculum:

- [AI literacy](#)
- [Deep fake Images](#)
- [Personal Safety](#)
- [Misogyny](#)
- [Incel culture](#)
- [Menstrual and Gynaecological Health](#)

While many of these topics are currently included in the curriculum, the Leads are undertaking a review and making the necessary amendments to reflect the updated guidance. This process will be

formalised and concluded during the current academic year, in preparation for September 2026.

Subsequently, this policy will be amended to incorporate these changes.

The relevant resource is the [Whole Me Handbook 2025-26 The 'Whole Me' Programme Handbook - Whole School](#).

#### 4. RSE DEFINITION

- 4.1. RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values; it is not about the promotion of sexual activity.

#### 5. Curriculum

- 5.1. The curriculum is set out as per [Appendix 1](#) but will be adapted as and when appropriate. [Equality, Inclusion, and Social Justice](#)
- 5.2. RST believes that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality by challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.
- 5.3. We are also committed to make every student feel valued and included. This means we are committed to an LGBTQ+ inclusive and SFL inclusive curriculum and are mindful of the SEND Code of Practice 2014. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.
- 5.4. The Whole Me Programme will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

##### [Definition of relationships and sex education](#)

- 5.5. The programme defines relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual, committed relationships, and family life.
- 5.6. Sex education is defined as learning about the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections, and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.
- 5.7. To cover the programme content outlined in The Whole Me Policy we will equip our students to build positive and respectful relationships online and offline making them prepared and literate for the digital age and the risks it presents. The programme seeks to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

5.8. It should be noted that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact, builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence in line with KCSiE guidelines.

## 6. DELIVERY OF RSE AT RST

6.1. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in a cross-curricular setting through the exploration of text within English and also historical contexts within humanities. Students also receive stand-alone sex education sessions delivered by external professionals including sexually transmitted infection awareness; this is of course age and stage appropriate.

### In Pre-Prep

#### 6.2. Early Years Foundation Stage

In the EYFS, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children’s work to the areas of learning set out in the EYFS guidance to develop a child’s personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the EYFS are placed in pastoral groups and attached to a key adult, daily pastoral group activities always have many PSHE elements incorporated into them. However, should there be a need for explicit areas of teaching, for example, managing transitions or settling into new classrooms, then objectives and lesson ideas are supported by Jigsaw UK or [everydayspeech.com](http://everydayspeech.com)

#### Key Stage 1

In Key Stage, Whole Me is taught as two stand alone lessons each week. Objectives and lessons are informed and supported using Jigsaw UK, [everydayspeech.com](http://everydayspeech.com) and Digi Social for digital wellbeing areas of learning. [See Appendix 1](#)

### In Prep

6.3. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### In Senior

- 6.4. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
  - Respectful relationships, including friendships
  - Online and media
  - Being safe
  - Intimate and sexual relationships, including sexual health
- 6.5. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 6.6. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.
- 6.7. Staff are responsible for:
- Delivering and Supporting RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Monitoring progress
  - Responding to the needs of individual students
- 6.8. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### Student's voice

- 6.9. The student's voice is central to the culture and ethos of Rugby School Thailand. We use student voice to evaluate how relevant and engaging RSE is to children's/students' lives.
- 6.10. Throughout our RSE scheme of work, we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. This is done in a confidential manner. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

## Answering student questions

- 6.11. RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.
- 6.12. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will be answered in an age and developmentally appropriate way. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students.
- 6.13. The programme believes that by exploring issues with peer groups, it helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

## 7. PARENTS' RIGHT TO WITHDRAW AT RST

- 7.1. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head. The Head will discuss the request with parents and take appropriate action.

## 8. TRAINING

- 8.1. Staff at RST are trained on the delivery of PSHE as part of their CPD and it is included in our continuing professional development (CPD) calendar. The Whole Me Coordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 9. RST SAFEGUARDING AND CHILD PROTECTION

- 9.1. Rugby School Thailand acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education 2025. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.
- 9.2. We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of disclosure, all staff have statutory training around child protection and will follow the school safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them from being affected by the scenarios or topics in their planned lessons.

