



PSHE AND RSE POLICY

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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, and staff on the formation of the policy, and on any changes made to it when it is reviewed, which will be at least annually.

Parents will be informed at the start of the year what PSHE topics will be covered that year. 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 offline, 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.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

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 provided by the PSHE Association.

[Programme of Study for PSHE education \(KS1-5\)](#)

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1 Making Friends: playing and learning together	Autumn 2 Mental Health and Wellbeing	Spring 1 Celebrating me, you and our families	Spring 2 Safety at Home	Summer 1 Being Healthy	Summer 2 Showing kindness to ourselves & others
Year 1	<p>How to listen, share, work cooperatively, and when and how to ask for permission.</p> <p>Pupils learn about friendships, including falling out and how to recognise bullying</p>	<p>Supporting pupils to notice and name different types of feelings and thoughts – and learn simple strategies to manage them</p>	<p>Exploring similarities and differences, as well as individuality. Pupils look at different families and how family members can show care and love for each other</p>	<p>Introducing pupils to hazards and risks in the home. It explores strategies for staying safe – such as household products and medicines</p>	<p>This teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines and sun safety</p>	<p>This unit revisits learning about feelings, and explores the importance of kindness</p>
Year 2	<p>Mental Health and Wellbeing</p> <p>This unit explores a range of feelings and their intensity, and simple strategies to manage them. The unit also introduces kinds of change such as loss (including bereavement)</p>	<p>Keeping Safe Online</p> <p>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch and share online. (including the importance of not sharing personal information)</p>	<p>Me, My Body and Staying Safe</p> <p>This unit explores how people change as they grow from young to old. Pupils are introduced to names of private body parts, including genitalia and learn how the talk PANTS rules can keep children safe</p>	<p>Money and Work</p> <p>This unit examines people's different strengths and interests and what this means for the jobs they may choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants</p>	<p>Keeping Safe Outside the Home</p> <p>This unit builds on prior learning about risk through the context of rail and road safety. Pupils learn what an emergency is and how to get help from an adult in an emergency or call 999.</p>	<p>Looking Back and Moving On</p> <p>This unit consolidates learning. It looks at foundations for wellbeing and embracing change and new challenges.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Me, My Friends and Belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included	Mental Health and Wellbeing This unit develops pupils' bank of self-regulation strategies and how to apply them – such as managing worries	Building Healthy Habits This includes healthier food and drink choices, dental health and physical activity	Making choices online This unit explores how to protect information online and about making choices about online content.	Keeping Safe Out and About This unit supports pupils to identify risk and keep safe in the sun as well as around railways and water	Looking out for each other The basics of first aid, and revisits how to make an efficient call to the emergency services
Year 4	Mental Health and Wellbeing This unit extends pupils' understanding of self-regulation strategies and explore factors that can support wellbeing	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety	Forming Respectful Relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect	Money Matters and News Literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to engage with news stories.	Me, My Body and Growing Up This unit focuses on physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe	Families and Growing Together This unit supports pupils' understanding of diverse family structures, and how families can change
Year 5	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced and extremist views.	Mental Health and Wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions and support wellbeing.	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Respecting Boundaries This unit explores personal boundaries, different types of touch and how to respectfully ask, give or not give permission.	Safe Connections This unit supports pupils to stay safe and manage risks if socialising online. It also looks at cybercrime.	Embedding healthy habits and learning first-aid This unit supports pupils to recognise the benefits of healthy habits, such as sun safety, regular exercise and goal setting. It also covers first-aid.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Mental Health and Wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including the transition to secondary school	Managing Money and Online Spending This unit explores economic wellbeing and online financial harms (including elements of statutory RSHE) including targeted advertising and other influences on online spending	Changes in Puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. *the parental right to withdraw applies to sex education	Drug Education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of drug use.	Developing our Understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risk associated with AI.	Looking to the Future This unit explores career related learning and supports pupils to prepare for the transition to secondary school

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1 Emotional wellbeing: managing change and transition	Autumn 2 Friendship and bullying	Spring 1 Families and changing relationships	Spring 2 Puberty and keeping safe	Summer 1 Influences on relationships	Summer 2 Financial decisions
Year 7	<p>Developing learning skills: helping pupils thrive in a new key stage Thriving in Secondary School and goal setting</p> <p>Wellbeing for life: Managing emotions, reactions, worry, tension and stress. Developing positive thinking habits</p>	<p>Friendship and bullying</p> <p>Friendship and Empathy; Bullying and Bystanders; Friendship Challenges; Peer influence</p>	<p>Families and Committed Relationships Understanding changing relationships and roles in the family</p> <p>Change, loss and grief Managing change, loss and grief</p> <p>Family Justice Young Person's Board</p> <p>Family Courts</p>	<p>Puberty Puberty and emotional changes; menstrual wellbeing</p> <p>Keeping Safe Making disclosures; Female Genital Mutilation (FGM)</p>	<p>Healthy relationships and sexual health Healthy and unhealthy relationships; managing conflict</p> <p>Consent An introduction</p>	<p>Financial decision making Saving, borrowing, budgeting and making financial choices</p>

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Year 8	Health and wellbeing Making healthy food choices; dental health; sleep; climate change	Personal Safety and managing risk Firework safety; water safety; drug education	Belonging and Community Identity and community; bias and stereotypes; discrimination and protected characteristics; diverse and supportive communities	The Online World Online financial harms; phones and financial risk; gaming and social media; money matters; algorithms	Healthy and unhealthy relationships Healthy relationships; sexualised media; safer online relationships; sexual harassment; sharing of nudes; consent; preventing gender-based violence	Managing Money Financial literacy; bank accounts; bank statements; savings; bank cards; debt
Year 9	Mental Health and Wellbeing Wellbeing for life; managing emotions; healthy and unhealthy coping strategies Body Modifications Influences and self-expression	Careers and Future Choices Navigating work, study and careers; managing pressure and seeking support; preparing for KS4 options Opportunities, strengths and managing online presence Showcasing personal strengths; managing online reputation	Drug Education Vaping; attitudes; the law and managing risk; alcohol and cannabis; managing influence	Managing Risk in relation to the law Causes and effects of Cybercrime; Preventing involvement in serious and organised crime	Intimate Sexual Relationships Relationships and sex education including consent, relationship values, contraception, sexual health and managing the ending of relationships	Navigating online harms This explores online harms that young people may be exposed to, such as feelings about sharing nudes; understanding deepfakes; misogyny

Year 10	<p>Independence, health choices and wellbeing Developing learning skills and making choices</p> <p>Wellbeing of women – menstruation</p> <p>Breast cancer awareness and prevention</p>	<p>Navigating the Online World Understanding AI: Rights, Safety and Wellbeing</p> <p>Understanding deepfakes Social attitudes to sending nudes</p>	<p>Friendships, diversity and challenging extremism Recognising and challenging bullying behaviour</p> <p>Belonging and Community Valuing diversity; preventing extremism</p>	<p>Managing Influence Help to evaluate online content, understand how harmful attitudes such as misogyny spread and recognise the impact of the content on wellbeing, attitudes and behaviour</p>	<p>Exploring Consent This revisits and deepens pupils' understanding of consent through the role of intimacy; the impact of pornography; pressure, persuasion and coercion</p>	<p>Recognising Abuse Female Genital Mutilation and Forced Marriage – how to recognise and challenge harmful behaviour and abuse</p>
Year 11	<p>Long-life Wellbeing Exploring strategies that support wellbeing especially when managing workloads and exam pressure</p> <p>Change, loss and grief</p> <p>The importance of sleep</p>	<p>Drugs and Personal Safety Understanding the risks linked to substance use and gang involvement</p> <p>Tackling Violence Against Women and Girls</p>	<p>Safe Relationships and Sexual Health Recognising healthy and unhealthy behaviours; choices related to sex and contraception; sexual health</p>	<p>Families, Fertility and Pregnancy Committed relationships and family life; marriage and parenting</p> <p>Fertility and routes to parenthood; pregnancy outcomes and choices</p>	<p>Online Financial Harms Making money online; betting; financial exploitation</p>	N/A