



SINCE 604 AD

# KING'S SCHOOL

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## ROCHESTER

### **Whole School**

## **Personal Social Health Economic Education & Relationships Sex Education Policy**

|                                                                   |                                            |
|-------------------------------------------------------------------|--------------------------------------------|
| This policy was adopted on:                                       | 04.09.19                                   |
| Policy Last reviewed on:                                          | 01.09.25                                   |
| Governors Last reviews on:                                        | 29.09.25                                   |
| Person/Body reviewing:                                            | SLM, SVW, Governors Educational & Pastoral |
| Date of next review (except in the case of relevant legislation): | 01.09.26                                   |

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PSHEE at King's encourages and enables pupils to become more responsible members of society, whilst also encouraging them to be healthier, happier and gain independence. Pupils develop a sense of self-worth and learn about contributing to life within school and the wider community. Pupils are encouraged to respect each other and the protected characteristics.

Whilst the teaching of PSHEE reflects the Christian ethos of the school we are conscious of providing a balanced view, not undermining religious freedom and providing pupils with a varied and wide-ranging perspective (ISSR45). The PSHEE Curriculum is regularly reviewed in line with statutory guidelines and changes in society and every effort is made to ensure that the lessons are varied, topical and help support pupils in the three fundamental areas of: Personal Wellbeing, Relationships & Living in the Wider World.

King's pupils are encouraged to develop seven key characteristics across the school. The PSHEE programme reflects these characteristics within dedicated PSHEE sessions, tutor time and within the wider school curriculum. These characteristics are

- Ambitious
- Confident
- Conscientious
- Enquiring
- Happy
- Moral
- Resilient

#### **Aims and Objectives:**

- Pupils will gain knowledge and understanding of how to have healthy lifestyles.
- Pupils to gain awareness of safety issues including the PREVENT strategy and Internet safety.
- Pupils gain understanding of what makes good relationships with others.
- Pupils are taught to be respectful and tolerant of others.
- Pupils learn to be independent members of a community, such as school, and gain an understanding of what it means to be part of a British society.
- Pupils become positive and active members of a democratic society, developing a balanced view through unbiased teaching.
- Pupils develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Pupils develop good relationships with other members of the community.
- Pupils become confident and self-aware, learning to appreciate non-material aspects of life (whether religious, philosophical, or other).
- Pupils are able to demonstrate a sense of right and wrong, respect for norms of good conduct, and moral and ethical values.
- Pupils learn to accept responsibility.
- Pupils contribute to the school, society and the world beyond.
- Pupils gain an understanding of how to help those less fortunate than themselves through community service or fund raising.
- Pupils develop social, political and economic awareness.

- Pupils understand and respect other faiths and cultures, appreciating their achievements and those of the Western traditions, and having harmonious relations with those from backgrounds different from their own.
- Pupils show elements of the King's characteristics in their everyday behaviour: ambition, confidence, conscientiousness, enquiring minds, happiness, morality and resilience.

### **The purpose of Relationships, Sex and Health Education (RSHE)**

Included within the PSHEE Curriculum is Relationships, Sex & Health Education (RSHE) in accordance with the Children and Social Work Act (2017) King's pupils will study:

- Relationships education – primary pupils
- Relationships and sex education – secondary pupils
- Health education (mental and physical health) – all pupils

Relationship, Sex & Health Education should provide pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It should encourage the development of personal and interpersonal skills, the awareness and respect of self and others, and it should encourage reflection and responsibility.

The aim of RSHE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHEE and the academic curriculum, will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood. RSHE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour allowing them to take responsibility for their own actions.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having safe sex.
- Understand the consequences of their actions and behave responsibly within sexual and platonic relationships.
- Have the confidence and self-esteem to value themselves and others, and respect for individual conscience and the skills to judge the kind of relationships they want.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited, or exploiting others and avoid being pressured into unwanted or unprotected sexual activity.
- Access confidential sexual health advice, support and, if necessary, treatment.
- Know how the law applies to sex and sexual relationships.
- Take into consideration the legal age, ethnicity, culture, gender, sex and learning needs of the individual.

## **Academic Curriculum**

Parents have the right to withdraw their children from elements of the sex education within RSHE lessons that fall outside those aspects covered in National Curriculum science. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. The request to withdraw must be made in writing to the Principal (children, 3 terms before their 16<sup>th</sup> birthday, can themselves choose to remain within the sex education element of RSHE lessons without parental permission).

RSHE is a key provision within the framework for PSHEE. It is not delivered in isolation but is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values.
- Personal and social skills, and emotional literacy.
- Knowledge and understanding.

## **The purpose of the policy is to:**

In line with the mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE;
- Enable parents and carers to understand the Schools approach and therefore support their children in learning about RSE;
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for all school pupils;
- Set out how the school meets legal requirements in respect of RSE which include:
  - o Duty to promote well-being (Children Act 2004);
  - o Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006);
  - o Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006);
  - o Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006);
  - o Teach statutory RSE elements in the Science National Curriculum;
  - o Have an up to date policy developed in consultation with parents, staff and governors (Education Act 1996);
  - o Meet the school's safeguarding obligations;
  - o Make the policy available to pupils and parents (Education Act 1996);
  - o Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996);
  - o Take account of the DfE guidance on RSE (2019);
  - o DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013);

- o Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).

### **Development process**

This policy was produced by the PSHEE leads across all the three King's Schools.

Parents were provided with a copy of the policy in Michaelmas 2021 and were given the opportunity to consult with their views using a google form. Once feedback had been gathered the policy was published from September 2021.

Teaching and non-teaching staff were consulted through staff CPD (teaching staff) and staff recording/email (teaching and non-teaching staff). Governors were consulted as they were sent the CPD training and the full governing body were consulted during a full governing body meeting. This policy has been approved and adopted by the Heads and Governing Body. The members of staff responsible for overseeing and reviewing this policy are the heads of PSHEE; it is reviewed annually.

### **Evaluation of RSE**

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

1. A coordinated and consistent approach to curriculum delivery has been adopted;
2. The content of the RSE curriculum which is flexible and responsive to pupils' differing needs;
3. Children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance;
4. Children receive an entitlement curriculum for Sex Education in line with national and local guidance;
5. There are clearly identified learning objectives for all RSE activities and the pupils' learning;
6. Opportunities for cross-curricular approaches are being used where appropriate;
7. Policy and practice are revised regularly and involves Staff, Governors, Parents/Carers and Pupils;
8. Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops;
9. A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website.

### **Definition of RSE**

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human

sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

### **Why is Relationships and Sex Education in schools important?**

*(from guidance - Sex and Relationship Education (SRE) for the 21st century)*

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **Methods of Teaching and Learning**

The methods of teaching will include presentations and small group discussion, visiting speakers, the use of worksheets, videos and textbooks. Our aims are to engender confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies help this, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected questions or comments from pupils;
- Using discussion and project learning methods and appropriate materials;
- Encouraging reflection.

The purpose of each lesson is made clear and learning draws upon the pupils' existing knowledge and provides opportunities for pupils to learn and reflect upon this learning. Pupils are encouraged to take responsibility for their own learning and to record their own progress. Attention is given to developing a safe and secure classroom environment.

There is a protocol for involving outside visitors. Outside speakers are carefully selected and follow the code of practice below:

- Have clear expertise in their area.
- Are familiar with the Whole School PSHEE & RSHE policy and work within it.
- Fit within the agreed PSHEE programme.
- Are supervised by a member of staff at all times.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues, and supporting young people in line with our Safeguarding Policy. Teachers and other adults involved in RSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's safeguarding policy. All teachers have a copy of this policy and parents can access copies from the Designated Safeguarding Lead.

## **Programmes of PSHEE Study (incorporating RSHE) and their Implementation**

### **Nursery and Reception**

Pupils in Nursery and Reception follow the Learning and Development Requirements outlined in the Statutory Framework for the Early Years Foundation Stage (DfE 2021).

Teaching and learning is based around Personal, Social and Emotional Development, which is one of the Prime Areas of Learning and Development. This Area consists of three Aspects:

- Self-regulation
- Managing self
- Building relationships

Children also develop their skills and knowledge through the People, Culture and Communities Aspect of Understanding the World.

In planning and guiding children's activities practitioners reflect on the different ways that children learn. The three Characteristics of Learning underpinning this are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

RSHE is shown in green in the PSHEE spiral curriculum below.

| Age | 3 and 4 year olds will be learning to:                                             |
|-----|------------------------------------------------------------------------------------|
|     | Select and use activities and resources, with help when needed.                    |
|     | Develop their sense of responsibility and membership of the community              |
|     | Become more outgoing with unfamiliar people, in the safe context of their setting. |
|     | Show more confidence in social situations.                                         |
|     | Play with one or more other children, extending and elaborating play ideas.        |
|     | Find solutions to conflicts and rivalries.                                         |
|     | Increasingly follow rules, understanding why they are important.                   |
|     | Remember rules without needing an adult to remind them.                            |
|     | Develop appropriate ways of being assertive.                                       |
|     | Talk with others to solve conflicts.                                               |
|     | Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.   |
|     | Understand gradually how others may be feeling.                                    |
|     | Be increasingly independent in meeting their own care needs.                       |
|     | Make healthy choices about food, drink, activity and toothbrushing.                |

| Age | Children in Reception will be learning to:                                                                                                                                                                                                              |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | See themselves as a valuable individual.                                                                                                                                                                                                                |
|     | Build constructive and respectful relationships.                                                                                                                                                                                                        |
|     | Express their feelings and consider the feelings of others.                                                                                                                                                                                             |
|     | Show resilience and perseverance in the face of challenge.                                                                                                                                                                                              |
|     | Identify and moderate their own feelings socially and emotionally.                                                                                                                                                                                      |
|     | Think about the perspective of others.                                                                                                                                                                                                                  |
|     | Manage their personal hygiene.                                                                                                                                                                                                                          |
|     | Know and talk about the different factors that support their overall health and wellbeing:<br>Regular physical activity<br>Toothbrushing<br>Healthy eating<br>Sensible amounts of screen time<br>Having a good sleep routine<br>Being a safe pedestrian |

### Years 1, 2 and 3

In Years 1, 2 and 3 PSHEE incorporating RSHE may be implemented in a variety of ways:

- As a discrete subject e.g. when dealing with issues around road safety or personal safety.

- Circle times when pupils are able, through discussions, to set agreed playground and classroom rules and resolve any conflicts.
- Visiting speakers such as police, local clergy, and health workers, who talk about their role in creating a positive and supportive local community.
- Cross curricular in a variety of subjects e.g. local environment issues in Geography, healthy lifestyles in Science and P.E.
- In Assemblies and Religious Studies lessons.
- Active Citizenship e.g. charity fundraising, planning of special school events such as Parent Assemblies and being involved in helping individuals or groups less fortunate than themselves.
- Pupils will be able to access ICT to promote their learning.
- Pupils will record their work in a variety of ways.
- Supporting Anti-Bullying week organised annually by the Anti-Bullying Alliance.

### Assessment

An on-going assessment of each child's progress and development is an essential and integral part of good practice. An end of year report is sent to parents, summarising individual pupil learning in this area of the curriculum. Children are encouraged to present work covered in portfolios in workbooks or folders. Work may also be sent home so that it can be shared with family members. The subject leader for PSHEE incorporating RSHE carries out a review of the subject in line with the King's Professional Development Programme, through lesson observation and scrutiny of work/ planning. This policy is reviewed annually.

|                     | Year 1                                                                                                                                                                                                                 | Year 2                                                                        | Year 3                                                                                                                                          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Michaelmas 1</b> | Rules - class,<br>playground, why have<br>rules<br>How to keep safe<br>Road Safety                                                                                                                                     | Rules<br>Different kinds of smart<br>Scooter safety<br>Real life superheroes. | Team:<br>A new start<br>Together everyone<br>achieves more<br>Working together<br>Being considerate<br>When things go wrong<br>Responsibilities |
| <b>Michaelmas 2</b> | Anti-bullying week<br>( <a href="https://www.anti-bullying-alliance.org.uk/anti-bullying-week">https://www.anti-bullying-alliance.org.uk/anti-bullying-week</a> )<br>Fairness<br>Selfishness<br>Kind/ unkind behaviour | Anti- Bully week<br>TEAM (relationships)                                      | Anti- Bully week<br>Be yourself:<br>Pride<br>Feelings<br>Express yourself<br>Know your mind<br>Media wise<br>Making it right                    |

|                    |                                                                                                    |                                                                                          |                                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lent 1</b>      | Setting goals- New Year<br>Be yourself<br>(relationships)                                          | Caring for the environment (link with current affairs)<br><br>Fair trade                 | Britain:<br>Living in Britain<br>Democracy<br>Rules, laws and responsibilities<br>Liberty<br>Tolerance and respect<br>What does it mean to be British? |
| <b>Lent 2</b>      | British Values<br>It's good to be me<br>Keeping healthy<br>Mindfulness<br>Exercise<br>How to relax | Being a good citizen<br>Making choices<br>Responsible pet owner<br>Right to an education | It's my body:<br>Fit as a fiddle<br>Good night, good day<br>Cough, splutter, sneeze<br>Drugs – healing or harmful<br>Choices everywhere                |
| <b>Midsummer 1</b> | People who help us including visitors                                                              | Being a good friend<br>Friendship recipes<br>Frustration Stations                        | Money matters:<br>Where does money come from?<br>Ways to pay<br>Lending and borrowing<br>Priorities<br>Advertising<br>Keeping track                    |
| <b>Midsummer 2</b> | Preparing a healthy meal<br>Growing up (health)                                                    | It's my body (health)                                                                    | Aiming high:<br>Achievements<br>Goals<br>Always learning<br>Jobs and skills<br>No limits<br>When I grow up                                             |

#### Years 4 – 13

PSHEE has dedicated curriculum time in the Preparatory and Senior School and most sessions are taught by staff who are interested in, and have an aptitude for, teaching PSHEE. In addition to these regular sessions, external support and speakers are utilised for specialist sessions for example Consent & Contraception. As well as some sessions on Mental Health, Wellbeing and Relationships and Sex Education across the Preparatory and Senior School being delivered by the School Counsellor.

In the Preparatory and Senior School pupils follow a spiral curriculum with the key areas of Personal Wellbeing, Relationships & Living in the Wider World being taught and revisited in an age appropriate way.

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Making good choices to stay safe and healthy</li> <li>● Identifying risky situations and acting responsibly</li> <li>● Knowing about dangerous substances and how they affect the human body</li> <li>● How to respond to emergency situations</li> <li>● To describe male and female body parts and explain what these are for</li> <li>● To describe how girls' and boys' bodies change during puberty</li> <li>● To describe how feelings can change as they grow up</li> <li>● To understand that there are many types of relationships and families</li> <li>● To describe how babies are made and born</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● To identify positives and negatives of being online</li> <li>● To know how to stay safe online and what to do if they do not feel safe</li> <li>● To decide how reliable the information online is and what information shouldn't be shared</li> <li>● To understand how technology can affect wellbeing</li> </ul> | <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● To understand the link between thoughts, feelings and behaviours</li> <li>● To understand the impact of positive thinking and making good choices</li> <li>● To recognise and manage uncomfortable feelings</li> <li>● To use mindfulness techniques and apply a growth mindset</li> <li>● To know that their body belongs to them and that they have control over what happens to it</li> <li>● To know how to take care of their body including getting enough exercise and sleep</li> <li>● To understand the harmful effects of using drugs, including alcohol and tobacco</li> <li>● To understand what a positive body image is and how to make informed choices to look after physical and mental health</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● To know the attributes of a good team and accept that people have different opinions</li> <li>● To learn how to compromise and collaborate and the importance of shared responsibility</li> <li>● To reflect on the need to care for individuals within a team and</li> </ul> |

- To explain how to make and keep friends
- To identify their support network
- To learn strategies to resolve conflict
- To know what bullying is and what to do if someone is being bullied

### **Living in the wider world**

- To discuss ways in which people's lives are similar or different
- To explore differences of opinion and what is fair
- To explain how climate change affects people's lives
- To identify different organisations that help people in different countries
- To explain what skills are needed for a range of jobs
- To understand the different ways to pay for things and what financial risks and borrowing mean
- To understand the influence of adverts and how to keep track of spending

identify hurtful behaviour and ways to help

- To explain why everyone is unique
- To share thoughts and feelings and identify when they may make different choices to those around them
- To explore uncomfortable feelings and how to manage them and how it feels to make a mistake and how to make amends

### **Living in the wider world**

- To talk about the range of faiths and ethnicities in our nation and ways of showing respect
- To explain what a community is and how charities and voluntary groups support them
- To know how and why laws are made and to discuss democracy and human rights in relation to local and national government
- To understand how people learn new things to achieve goals and how a helpful attitude can help them to succeed in life
- To understand how gender, race and social class do not determine what jobs people can do
- To discuss future goals and the variety of routes into different jobs

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| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>● To take responsibility for their safety and assess and manage risks in different situations</li> <li>● To identify and manage pressure to get involved in risky situations</li> <li>● To act sensibly and responsibly in an emergency</li> <li>● To identify hazards and reduce risks to keep them safe at home and in outdoor environments</li> <li>● To describe changes in people's bodies during puberty</li> <li>● To describe how thoughts and feelings may change during puberty and how to deal with those feelings</li> <li>● To understand there is no such thing as the ideal kind of body</li> <li>● To understand what a loving relationship is and that there are many types of relationship</li> <li>● To describe the process of human reproduction from conception to birth</li> </ul> <b>Relationships</b> <ul style="list-style-type: none"> <li>● To explain how those who love and care for each other should treat each other</li> <li>● To identify different ways to calm down when feeling angry or upset</li> <li>● To respect difference of opinion</li> </ul> | <b>Study skills (careers)</b> <ul style="list-style-type: none"> <li>● Good habits</li> <li>● Time management</li> <li>● Revision</li> <li>● Learning styles</li> <li>● Thinking skills</li> <li>● Mindfulness</li> </ul> <b>Resilience skills</b> <ul style="list-style-type: none"> <li>● Harnessing positive emotions</li> <li>● Connecting the brain, emotions and thoughts</li> <li>● The difference between optimistic and pessimistic thinking</li> <li>● Respecting different perspectives</li> <li>● How to calm down when emotions are strong</li> <li>● To create a resilience plan</li> </ul> <b>Social media</b> <ul style="list-style-type: none"> <li>● To define media literacy</li> <li>● To identify text and subtext in media examples</li> <li>● To identify fantasy versus reality in various types of media</li> <li>● To define and understand what it means to set a boundary in their life</li> <li>● To identify advantages and disadvantages of social media</li> <li>● To understand the impact of social media activity on future goals and aspirations</li> <li>● To create guidelines for using social media in a positive way</li> </ul> |

- To know how to resist negative influences on their behaviour
- To explain when it is right to keep a secret, when it is not and who to talk to
- To recognise healthy and unhealthy relationships
- To identify the benefits of the internet and how to stay happy and safe online
- To know how to use social media responsibly and how to spot signs of inappropriate and harmful online relationships
- To know what online bullying is and what to do if they see or experience it
- To understand and assess the reliability of text and images online

### **Living in the wider world**

- To understand how to be responsible global citizens and how to make choices to make the world a better place
- To describe global warming and what they can do to help prevent it from getting worse
- To explain how energy use can harm the environment and how to use water responsibly

- To discuss how media can be used to build community, find support, and decrease isolation in their lives

### **Breathe**

- To recognise the importance of breath
- To develop simple tools for training their own attention
- To encourage attitudes towards kindness and patience
- To understand where stress comes from, why it is necessary, how it works and the potential harmful effects
- To understand how sleep has an impact on how they think and feel
- The practice of Meditation to switch from 'thinking' mode to 'sensing' mode

### **RSHE**

- **Relationship types:** Investigate the different types of relationship and the historical changes in legislation in regards to this. Look into how different people should be treated and the law around this.
- **Positive Vs. Abusive relationships:** Investigate what a positive relationship is vs. what an abusive relationship looks like. Look at the government campaign 'This is abuse' and discuss: Emotional,

|                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>● To understand biodiversity and explain the importance of encouraging it</li> <li>● To explain some financial risks and how to avoid them</li> <li>● To discuss spending decisions and the influence of retailers</li> <li>● To learn how to budget and discuss the impact of money on people's emotional wellbeing</li> </ul> | <p>Sexual, Financial, Verbal, Abuse, Positive, Coercive 'red flags'. Understand the different types of abuse and where to go if I feel I know someone in this type of relationship.</p> <ul style="list-style-type: none"> <li>● Consent: Investigate the concept of consent on many different aspects of life. Understand at what times someone may not be able to give consent. Understand the age of sexual consent and the law regarding this.</li> <li>● FGM: Understand what FGM is and what to do to report FGM.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Resilience and assertive communication</b></p> <ul style="list-style-type: none"> <li>● How to apply resilience skills and how to be more flexible in our thinking</li> <li>● What to do in an emergency</li> <li>● Discover different communication styles</li> <li>● Recognise that assertive communication allows them to take care of themselves and is essential to a healthy relationship</li> <li>● To look at how habits can be changed</li> <li>● To understand what empathy is and how to show it</li> </ul> <p><b>From school to life</b></p> |

- To be aware for different people's skills
- To use verbal and non verbal communication to solve problems
- To identify positive and negative role models and their influence on success and failure
- Making goals for the future and understanding the implications of the decisions they make along the way
- How to overcome difficulties and cope with problems at school

### **Social media investigated**

- Differentiate between persuasion and manipulation in social media
- Discuss stereotypes and gender constructs and how media can target groups or individuals
- To know what body shaming is and how to counter negative messages by being body positive
- Identifying healthy food and comparing marketing with its actual nutritional value
- To analyse how they are targeted by media and evaluate the impact on their thoughts and beliefs

### **RSHE**

- Relationship types: Investigate the different types of relationship and the historical changes in legislation in regards to this.
- Sexting and image sharing: To understand the law of sending sexually explicit text messages.
- Sexual health and STI's: To look at the different STI's that can be caught and investigate how they are transmitted and symptoms. HIV is expanded upon to look at dangers and misconceptions.
- Contraception: Look at what can be used to protect from pregnancy and sexually transmitted diseases. Look at different scenarios and what contraception should be used.

**Removes**

| Health & Wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Living in the Wider World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Relationships                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Transition - welcome to senior school (expectations)</p> <p>Self-esteem &amp; Bullying</p> <p>Drugs, alcohol and risky behaviours</p> <p>Mental health - building blocks to positive mental health</p> <p>Mental health - bouncebackability</p> <p>Mental health - support - my feelings</p> <p>Mental health - my body my mind</p> <p>Wellbeing - the role of family, family &amp; Media</p> <p>Wellbeing - physical health, diet and exercise</p> <p>Our choices - substance misuse, smoking, drugs &amp; Alcohol</p> <p>Wellbeing - Exploitation</p> | <p>What are the risks of using technology</p> <p>Staying safe online, the school's responsibilities and your responsibilities</p> <p>Managing your technology and the dangers of addiction</p> <p>Career Aspirations</p> <p>Investigating careers &amp; choices after school</p> <p>Employability skills &amp; Presenting well</p> <p>Challenging workplace stereotypes</p> <p>Personal presentation</p> <p>Human rights and British society</p> <p>Stereotyping, prejudice and discrimination</p> <p>Managing finances - salaries, tax and budgeting</p> <p>Future planning, savings and pensions</p> <p>Mortgages</p> <p>Fraud and online scams</p> <p>Criminal justice system</p> <p>Ideology and extremism</p> | <p>Talk Consent - Active bystanders</p> <p>Building blocks to relationships</p> <p>Female &amp; Male body and functions</p> <p>Consent and readiness for intimacy</p> <p>Fertility, conception &amp; Contraception</p> <p>STI's and safer sex</p> <p>Pornography</p> <p>Body image in the digital world.</p> <p>Sustaining relationships</p> |



## Lower Fifth

| Health & Wellbeing                                                                                                                                                                                                                                                                                                                                                                                    | Living in the Wider World                                                                                                                                                                                                                                                             | Relationships                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Mental Health - All medicines are drugs, not all drugs are medicines</p> <p>Mental Health - Kooth - Explaining &amp; Introducing</p> <p>Mental Health - when emotions explode</p> <p>Mental Health - Mindfulness</p> <p>Drugs, alcohol and risky behaviours</p> <p>Wellbeing - the role of family, friends and the media</p> <p>choices and substance misuse</p> <p>vaping</p> <p>exploitation</p> | <p>Preparation for GCSE study</p> <p>Using tech to support study</p> <p>Digital image sharing</p> <p>Careers</p> <p>Careers</p> <p>Managing finances - credit and debt</p> <p>Managing financial risk</p> <p>Crime and the law</p> <p>voting and governments</p> <p>Welfare state</p> | <p>Talk consent - active bystanders</p> <p>Gender, Power &amp; Consent</p> <p>Intimate and sexual relationships</p> <p>Sexual response and pleasure</p> <p>Online presence</p> <p>Sexual harassment</p> <p>Long term relationships</p> <p>Dating and relationship violence</p> <p>Contraception and pregnancy choices</p> <p>Risky behaviours</p> |

## Upper Fifth

| Health & Wellbeing                                                                                                                                                                                        | Living in the Wider World                                                                                                                                                               | Relationships                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Mental Health - My body my mind - (Sleep, water, movement, nutrition, balance)</p> <p>Mental Health - Low mood and stuckness</p> <p>Mental Health - Being prepared for exams (one class at a time)</p> | <p>Digital safety and the law</p> <p>Careers - Aptitudes survey (3 lessons)</p> <p>Options after school</p> <p>Building your employability</p> <p>Managing finances</p> <p>Gambling</p> | <p>Healthy relationships - balance of power (consent, rape and sexual abuse)</p> <p>Long term relationships - living together v's marriage (rights etc)</p> <p>How to break up well</p> |

## Lower Sixth

| Health & Wellbeing & Relationships                                                                                    | Living in the Wider World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Online safety, internet dating</p> <p>Sexual harassment and stalking</p> <p>Taking responsibility for safe sex</p> | <p>Preparing for work experience - how to find a placement</p> <p>Contacting companies for work experience</p> <p>Careers - options after school</p> <p>Digital - online security - financial scams</p> <p>Sharing images online</p> <p>Work experience - making contact with your placement and final details.</p> <p>Careers - preparation for the careers day - CV writing</p> <p>Careers - writing a covering letter and putting together your video</p> <p>Careers - preparing for interviews</p> <p>UCAS - preparing for university - speaker on personal statements</p> <p>UCAS registration</p> |

## Upper Sixth

| Health & Wellbeing & Relationships                                                                                         | Living in the Wider World                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health - the older generations<br>Stress management<br>Managing revision<br>Drugs, alcohol and risky behaviours<br>Consent | UCAS preparation x 2 lessons<br>Digital - how does computing and life change as an adult<br>Budgeting, money & debt<br>Borrowing and credit<br>Managing risk in new situations<br>Preparing for university life / living away from home.<br>Preparing for clearing<br>Using linked in to support your career |

### **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interests of all pupils. The school's approaches to teaching and learning consider all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

### **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity;
- differing gender needs and abilities, including SEND;
- diverse sexuality of pupils;
- homophobic/transphobic/biphobic bullying and behaviour;
- pupil's age and physical and emotional maturity;
- pupils who are new to English.

### **Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### **Single-sex/gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single-sex/gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single-sex/gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single-sex/gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single-sex/gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### **Special educational needs and disabilities (SEND):**

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

*Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.*

### **Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### **Pupils who are new to English:**

The school will consider the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. Members of staff responsible for delivering the RSE curriculum to classes that include a pupil or pupils who are new to English may choose to liaise with the EAL Coordinator to ensure that appropriate support or adjustments can be made to meet the needs of each learner.

### **Monitoring Progress**

Pupils do not pass or fail PSHEE and RSE, but they have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. This process has a positive impact on student's self-awareness and self-esteem. Assessment within PSHEE will be undertaken using both teacher assessment of pupil progress and end of topic quizzes to gauge pupil's understanding of the topics covered.

Pupils and staff are involved in evaluating the RSE teaching programme as part of the bi-annual review of PSHE and Citizenship. This will involve staff meeting time. In the prep school a class PSHE book (including RSE) will be kept to capture children's responses and understanding at the end of a topic and to enable the subject lead to monitor coverage and impact of the curriculum. In the senior school Removes to Upper Fifth have a workbook in which they record their thoughts and reflections from lessons.

### **Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinators will support teachers in delivering high-quality RSE lessons and in developing a school RSE protocol. RSE will become part of whole school training when needed and individual training provided via the KPDP program and via HODs in the different schools.

## **Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.
- A letter is sent home to all parents yearly that contains information on policies, schemes of work and provides a Google form for feedback for parents in all parts of the school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the PSHEE lead of that school who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinators about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

## **Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding Policy. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

## **Reviewing and Disseminating the policy**

A copy of this policy will be on the school website for all parents and stakeholders. Copies are supplied to visitors who are involved in providing RSE in school. Governors will be involved in the consultation process and reviewing this policy.

## **Key Contacts:**

PSHEE Co-ordinators:

- Sixth Form: Mrs S. Miles

- Removes: Upper Fifth: Miss L. Costelloe
- Junior School: Mrs S. Walsh

Designated Safeguarding Lead: Mrs George

Deputy Designated Safeguarding Leads:

- Senior School: Mr O. Smith, Mrs S. Miles & Miss L. Costelloe
- Junior School: Mrs L. George, Mrs N. Heddershaw

### **Documentation and Resources:**

- Statutory Framework for the Early Years Foundation Stage (DfE 2017)
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpsh>  
[e](#)
- <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES0110200MIG2122.pdf>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/pre-vent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/pre-vent-duty-departmental-advice-v6.pdf)