



SINCE 604 AD

KING'S SCHOOL

ROCHESTER

Whole School (including EYFS)

Personal Social Health Economic Education & Relationships Sex Education (PSHEE) Policy

This policy was adopted on:	04.09.19
Policy Last reviewed on:	14.08.26
Governors Last reviews on:	27.08.26
Person/Body reviewing:	SLM, SVW, LEC / Governors (Gordon Giles)
Date of next review (except in the case of relevant legislation):	01.09.27

Contents

Aims & objectives	3
The purpose of Relationships, Sex and Health Education (RSHE)	4
Academic curriculum	5
The purpose of the policy is to	5
Development process	6
Evaluation of RSE	6
Definition of RSE	6
Why is Relationships and Sex Education in schools important	7
Methods of Teaching and Learning	8
Programmes of PSHEE Study (incorporating RSHE) and their implementation	8
Inclusion, equality and diversity	23
Ethnicity, religion and cultural diversity	24
Single-sex /gender groups	24
Special education needs and disability	24
Lesbian, Gay, Bisexual, Transgender and Plus	24
Pupils who are new to English	25
Monitoring progress	25
Training staff to deliver RSE	25
Working with Parents / Careers and Child withdrawal procedures	26
Confidentiality, safeguarding and child protection	26
Key contacts	27

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. For pupils within the Early Years Foundation Stage (EYFS), these statutory requirements are delivered seamlessly through the Prime Area of Personal, Social and Emotional Development (PSED) as outlined in the EYFS Statutory Framework. Through a carefully planned combination of purposeful play, targeted adult-led activities, and responsive pastoral care, our youngest children learn to form secure attachments, manage their feelings, and begin to understand the concepts of consent, boundaries, and respectful relationships in an age-appropriate way. This early foundation builds the essential self-regulation and social skills required for a smooth transition into the more formal PSHEE and RSE frameworks taught from Key Stage 1 onwards.

King's encourages pupils to focus on our HEART values, and the PSHEE programme reflects and supports the development of these. The HEART values are:

- Happiness
- Endeavour
- All-Roundedness
- Respect
- Teamwork

Aims and Objectives:

- Happiness
 - Pupils will gain knowledge and understanding of how to have healthy lifestyles.
 - Pupils develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
 - Pupils become confident and self-aware, learning to appreciate non-material aspects of life (whether religious, philosophical, or other).
- Endeavour
 - Pupils will gain knowledge about careers, resilience in the face of challenge and the need to aim high, contributing to their personal growth
- All-roundedness
 - Pupils to gain awareness of safety issues including the PREVENT strategy and Internet safety.
 - 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.

- o Pupils become positive and active members of a democratic society, developing a balanced view through unbiased teaching.
- o Pupils contribute to the school, society and the world beyond.
- o Pupils gain an understanding of how to help those less fortunate than themselves through community service or fund raising.
- Respect
 - o Pupils gain understanding of what makes good relationships with others.
 - o Pupils are taught to be respectful and tolerant of others.
 - o Pupils develop good relationships with other members of the community.
 - o Pupils are able to demonstrate a sense of right and wrong, respect for norms of good conduct, and moral and ethical values.
 - o Pupils develop social, political and economic awareness.
 - o 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.
- Teamwork
 - o Pupils learn to accept responsibility.
 - o Pupils will develop teamwork skills through the activities within lessons including presenting, communication, healthy friendships and contribution to the wider community.

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) and the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026. 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.
- Understand how to navigate the online world in a safe and beneficial way.

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 16th 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 School's 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 the Junior and Senior Schools following the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026 and utilising the resources of EC Publishing

Parents are provided with a copy of the policy annually in the Michaelmas term and are given the opportunity to consult with their views using a google form. These views are discussed and where appropriate factored into the development of the PSHEE curriculum.

Teaching and non-teaching staff are consulted annually. . 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/carers 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 PSHEE) 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 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 how 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; and 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

Our PSHEE programme follows a spiral curriculum, building on knowledge and skills progressively year-on-year. Assessment for learning opportunities are embedded throughout.

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

Little King's Nursery and Reception



The school's curriculum is planned progressively to ensure that learning is age-appropriate, sequential, and tailored to the developmental stages of our pupils from the Early Years through to the upper school.

For pupils within the Early Years Foundation Stage (EYFS), these statutory requirements are delivered seamlessly through the Statutory Framework for the Early Years Foundation Stage. Teaching and learning is centered around Personal, Social and Emotional Development (PSED), which is one of the Prime Areas of Learning and Development. This Area consists of three specific 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 Effective Learning underpinning this implementation are:

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

Age	2 - 4 year olds will be learning to:
	Establish a sense of self: aware of their own preferences, interests, and distinct individuality.
	Co-regulation: Can be soothed by a familiar adult when experiencing strong or overwhelming emotions
	Expressing emotions: Begins to show a wide range of feelings (such as frustration when a toy doesn't work) and accepts adult comfort to calm
	Basic Care Needs: Shows an awareness of their own physical needs (e.g., indicating a wet/soiled nappy, or expressing hunger/thirst).
	Testing Boundaries: Thrives on robust routines and begins to understand simple boundaries, though still requires consistent adult guidance to follow them.
	Parallel Play: Plays happily alongside other children, occasionally engaging in brief interactions or copying their actions.
	Secure Attachments: Seeks out a key person or familiar adult for emotional security when feeling anxious or unsure.
	Sharing & Possession: Explores the idea of possession (e.g., saying "mine!") and begins to learn how to tolerate others sharing space and toys.
	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.

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.

Years 4 – 13

PSHEE has dedicated curriculum time in the Junior 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 Junior and Senior School pupils follow a spiral curriculum with the key areas of Happiness - Health & Wellbeing, Respect - Relationships, All-Roundedness - Living in the Wider World & Endeavour - Careers, being taught and revisited in an age appropriate way. Meanwhile individual lessons may also reflect our other HEART values.

KS1 and KS2 Scheme of work

COMPLETE PRIMARY PSHE LONG TERM PLAN						
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Classroom Rules - All About Me - Setting Simple Goals - Online Safety - Sensible Amounts of Screen Time - Being a Safe Pedestrian	- Handwashing and Germs - Hygiene and Self-Care - Healthy Teeth - Healthy Food - Healthy Bodies - Sun Safety	- Kindness - Let's Be Friends - Sharing and Taking Turns - Saying Sorry - Telling the Truth - My Family	- Caring for Ourselves and Others - Looking After Our Planet - What is Money? - Celebrating Our Differences - People and Communities - Jobs and Community Helpers	- Feelings - Calm Down - Resilience - Independence - Growing and Changing - My Body (Private Body Parts)	- Making Good Choices - Good Manners - Bullying - Personal Space and Boundaries - Asking Permission - Secrets (Good and Bad)
Year 1	- This is Me (Identity) - How We Grow - What Are Feelings - Feelings and Loss - How We Play and Learn - Staying Safe	- Respect - Polite Words - Sharing and Taking Turns - Being Helpful - Being Kind - Getting Hurt	- All About Rules - Online World (Screen Time) - Online Safety - Strengths and Interests - Jobs and Skills - Welcoming Everyone	- Keeping Clean - Healthy Teeth - Fun in the Sun - Healthy Food - Eating Well - Keeping Fit and Healthy	- People Who Care for Me - What is a Family? - Family and Me - All About Bodies (Private Body Parts) - My Body Belongs to Me (Unwanted Touch) - Asking for Permission	- Caring for Living Things - Recycling - Plastic and Pollution - Global Warming - My Classroom Community - Community Helpers
Year 2	- What is Money? - Ways to Pay - Earning Money - Saving and Spending - Wants and Needs	- Healthy Habits - All About Teeth - Sleep Routines - Medicines - All About Feelings - Big Feelings	- Making Friends - Being a Good Friend - Playing With Others - Working With Others - Manners and Respect - Resolving Conflict	- What is the Internet? - Personal Data - Online Safety - Online Information - Belonging to a Community - Sense of Different (Diversity)	- Human Life Cycle - Brilliant Bodies (Private Body Parts and Swimsuit Rule) - Safety and Risk - Safety at Home - Road Safety - Accidents and Emergencies	- Feeling Lonely - Bullying (Introduction) - Unkind Words - Kindness - Secrets and Surprises (Unsafe Touch) - Say Goodbye... Say Hello
Year 3	- Feeling and Me (Coping Strategies) - Exercise and Wellbeing - Grief and Loss Personal Identity - Strengths and Interests	- Jobs and Sectors - Careers and Skills - Targets and Goals - Career Routes - Stereotypes	- Role Models - Manners and Politeness - Family and Me - People Who Care for Me - Caring for Others	- Personal Safety and Risk - Fire Safety - First Aid (Burns and Scalds) - Healthy Eating - What is a Habit? - Healthy Choices	- Seeking Permission - Privacy and Boundaries - Friendship Boundaries - Managing Needs (NEW) - Respectful Behaviour - Bullying or Teasing	- Rules and Laws - Rights and Responsibilities - Community Responsibilities - E-Safety - Age-Appropriate Content - Why is the News Important? (Precursor to Fake News)
Year 4	- Responsible Spending - What is Fairtrade? - Value for Money - Keeping Track of Money - What is Advertising - Gambling and Risk	- Healthy Lifestyles - Staying Healthy - First Aid (Allergies) - Physical Health - Germs and Illness - Vaccinations	- Internet and Screen Time - Age Restrictions - Communicating Online - Online Relationships - Harmful Content - Contact - Secrets (Keeping Good Secrets / Sharing Bad)	- Respecting Differences - Diverse Communities - Prejudice and Discrimination - Racism - Preventing Bullying - Harmful Behaviour	- Growing-up: Girls - Growing-up: Boys - Changing Emotions - Personal Hygiene - Dental Hygiene - Sleep Hygiene	- Water Safety Code - Summer Safety - First Aid (Asthma) - Committed Relationships - Honesty and Trust - Positive Friendships
Year 5	- Asking for Help - What is Social Media? - Fake News - Fake Images (Photoshop and Deepfake Videos) - Digital Footprints - Boatfire Night	- Healthy Habits - Being Healthy - Diet - Being Healthy - Exercise - Physical Health - Germs, Bacteria and Viruses - What is Mental Health	- Behaviour and Respect - Friendships - Feeling Left Out - Peer Pressure - Dares and Challenges - Bullying and Hurtful Behaviour	- Courtesy and Manners - Success and Achievement - Independence and Responsibility - Careers and Stereotypes - The Environment - Part 1 - The Environment - Part 2	- Understand Emotions - Feelings and Emotions - Self-Esteem - Body Image - Boys' Puberty - Girls' Puberty	- Positive Relationships - Loving Stable Families - Love and Abuse - Online Behaviour and Risks - Stranger Safety
Year 6	- Medicine and Product Safety - Habits and Addiction - Caffeine and Energy Drinks - What is Alcohol? - Drugs (Introduction to Illegal Drugs) - Vaping Danger	- Disagreeing Respectfully - Positive Male Role Models (Harmful Stereotypes) - Cyberbullying and Harassment - Online Gaming Danger - Group Chats (Bullying) - Online Privacy and Data	- Identity and Community - Diversity in the UK - Protected Characteristics - What is Money? - Attitudes About Money - Money and the Cost of Living	- Puberty and Our Genes - Boys' Puberty - Girls' Puberty - Human Reproduction (Sex-Ed Part 1 - Conception) - Hormones and Emotions - Mental Health Symptoms	- Grief, Change and Loss - Transition to Secondary School - Sun Safety - Personal Safety and Hazards - First Aid (Common Injuries) - First Aid (Life Support)	- Consent - Sexual Harassment - Attraction and Crushes - Starting a Family (Sex-Ed Part 2 - Sexual Intercourse) - Family and Commitment - Caring for Babies

Year 7 and 8 Scheme of work

	Health and wellbeing	RSHE	Living in the wider world
--	----------------------	------	---------------------------

Year 7	● Health and Wellbeing Introduction ● Mental Health Introduction ● Building Resilience ● Kindness and Empathy ● Online Safety Introduction ● Vaping and Smoking ● Illegal Drugs Introduction ● Personal and Oral Hygiene ● Boys' Puberty ● Periods and Menstruation (Girls' Puberty) ● FGM	● Safe, Healthy Positive Relationships ● The Importance of Trust ● Friendships and Fall-outs ● Anti-bullying Focus ● Peer Pressure and Influence ● Online Grooming ● Different Families, Stability and Commitment ● Romantic Feelings and Falling in Love ● Marriage (Includes Civil Partnerships)	● Personal Development and Target / Goal Setting ● The Importance of Respect and Respectful Relationships ● Wants, Needs and Priorities ● Self-Esteem Throughout Life ● Media and Online Literacy ● Racism Focus ● Stereotyping and Prejudice ● Protected Characteristics and the Equality Act ● Careers, Skills and Qualities ● Money and Budgeting Introduction
Year 8	● Balanced Diet Healthy Food Introduction ● The Importance and Benefits of Exercise ● Lifestyle Diseases and Cancer ● Eating Disorders ● Social Media and Online Stress ● Online Bullying and Large Group Chats ● Self-Harm Prevention ● Knife Crime Introduction	● Tolerance and Mutual Respect ● Masculinity (being a great man) ● Alcohol, Relationships and Risks ● Cyberbullying and Online Trolls ● Consent, Boundaries and Law ● Contraception ● Sexual Health and STIs inc. AIDS/HIV Prevention	● Attendance and Punctuality ● Ambition, Aspiration and Realistic Careers ● Employability Skills Introduction ● Entrepreneurship Introduction ● Saving, Managing and Investing Money ● The Importance of Teamwork ● Sexism in Society ● Ableism (Invisible and Visible Disabilities)

	Exploring Identity and Diversity	Condoms (and how to use them)	- County Lines and Gangs - The Importance of Communication Skills - Mental Health in the Wider World
--	--	---	--

Removes

(Number denotes teaching order)

Happiness	Endeavour	All-roundedness	Respect
13. Assessing readiness for sex 14. Contraception 15. Guest Speaker: Kenward Trust (Substance Abuse) 16. Unsafe Sex 17. Unplanned Pregnancy 18. Pornography & Our Brains 19. Gaslighting and Emotional Abuse 20. Conflict management 21. Teenage relationship break ups 22. Relationships in the media 23. Relationships with role models		24. The economy and impact on us 25. Financial exploitation and online scams 26. Risks associated with gambling 27. Being responsible for our finances 28. Budgeting 29. Budgeting Game 30. Screen time	1. The Importance of Community 2. Anti-Social Behaviour 3. How are we influenced by algorithms? 4. Social Media and Personal Validation 5. Online Reputation 6. Call-out Culture 7. Sexual Harassment and the Law 8. Gender Stereotypes & Equality 9. Guest Speaker: TALK CONSENT (Misogyny) 10. LGBT Rights & Relationships 11. Hate Crimes in the UK 12. Equity and Equality

Lower Fifth

(Number denotes teaching order)

Happiness	Endeavour	All-roundedness	Respect
7. Mental Health: stigma and language 8. Anxiety Management 9. Guest Speaker: TALK CONSENT 10. Happiness & Positivity 11. Good quality sleep 12. Health Services 13. First Aid 14. Neurodiversity 15. Social Anxiety 16. Body image: eating disorders 17. Loneliness 18. Cancer Prevention 19. Porn, sexual ethics and harmful sexual behaviour 20. Chatbot Risks 21. Coercive, exploitative, abusive relationships 22. Forced marriage 23. Fertility, menstrual and gynaecological health	1. A.I and future careers 2. Rights and responsibilities in the workplace 3. Online privacy 4. Apprenticeships 5. Types of employment 6. Personal reputation		24. Language micro aggressions 25. Guest Speaker: Unconscious Bias 26. Tolerating intolerance 27. Criminal and mob behaviour 28. Social justice 29. British Law and British Values 30. Immigration & Britain

Upper Fifth

(Number denotes teaching order)

Happiness	Endeavour	All-roundedness	Respect
7. Resilience and Trauma 8. Brain development 9. Public Health Choices 10. Suicide and	1. Workplace Skills for the Future 2 & 3. Morrisby		4. Online privacy and Data Protection 5. Personal safety and risk on the streets 6. Health issues in the older generations

Prevention 11. Deepfakes 12. Body modification: piercings and tattoos 13. Binge Drinking 14. Online dating 15. Role of pleasure 16. Stalking, harassment and the law 17. Sexualisation of the media 18. Illegal practices 19. Pornographic deepfakes and non-consensual images 20. Sextortion 21. Grief and Loss			22. Honour violence and killings 23. Ideology and Extremism 24. Free speech v's hate speech 25. Conspiracy theories
---	--	--	--

Lower Sixth

(Number denotes teaching order)

Happiness	Endeavour	All-roundedness	Respect
4. Relaxation 5. Looksmaxxing 6. Drugs, Festivals & Parties 7. Gender & Identity 8. Consent & Date rape 9. Miscarriage and Abortion 10. Sexual Readiness 11. Controlling relationships 12. Toxic & Positive Masculinity	1. Employability Skills 2. Degree Apprenticeships 3. Personal Branding 13. Writing fantastic CVs and Job Applications 14. Job Interviews 15. Personal Statements		

Upper Sixth

(Number denotes teaching order)

Happiness	Endeavour	All-roundedness	Respect
11. Sexual health - STI's 12. Healthy diets	1. UCAS	2. Renting vs Buying 3. Pensions & Retirement 4. Trading 5. Cryptocurrencies 6. Student Finance 7. Guest Speaker: Preparing for university / adult life including hazing	8. Cybercrime and the Dark Web 9. Online subcultures and extremism 10. Personal safety and independent travel

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 RSHE 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):

RSHE helps all pupils understand their physical and emotional development and enables 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.

SEND Code of Practice: 0 – 25 years, 2014

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 RSHE 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 RSHE 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 RSHE provision and resources. Members of staff responsible for delivering the RSHE 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 RSHE, but they have the opportunity to reflect on their own learning and personal experiences, and to consider areas of personal growth. This process has a positive impact on a student's self-awareness and self-esteem. Assessment within PSHEE will be undertaken using a range of methods including teacher assessment of pupil progress, pupil reflections and end of topic quizzes to gauge pupil's understanding of the topics covered.

Pupils and staff are involved in evaluating the RSHE teaching programme as part of the bi-annual review of PSHEE. This will involve staff meeting time. In the Juniorschool a class PSHEE 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 pupils have an online reflection workbook in which they record their thoughts and reflections from lessons.

Training staff to deliver RSHE

It is important that RSHE is taught by teachers that are knowledgeable, skilled and confident. The PSHEE coordinators will support teachers in delivering high-quality RSE lessons and in developing a school RSHE protocol. RSHE 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 RSHE curriculum and will try to balance parental views with our commitment to comprehensive RSHE 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 RSHE 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 Sex Education elements of the 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 RSHE. 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 PSHEE Coordinators about the resources to support this. Even when a child has been withdrawn from RSHE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Confidentiality, safeguarding and child protection

Although RSHE 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 RSHE 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 L. 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)
- <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/prevent-duty-departmental-advice-v6.pdf
- https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf