



The Hampshire School Chelsea

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The Francis Holland (Church of England) Schools Trust

**Relationships Education, Relationships and Sex Education (RSE) and Health Education, and
PSHEE Policy
Next Review: August 2024**

This policy applies to all pupils in the school, including in the Pre-School

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} delivery.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHEE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Aiming High with Integrity, Serving Others and Being Adventurous. The PSHEE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional and Economic Education (PSHEE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via ----- and the policy will be made available through the school website and parent portal.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

3 Roles and Responsibilities

3.1 From September 2020 PSHEE and RSE delivery across all of the School sites will be monitored by the Deputy Head of Pastoral with responsibility of the PSHEE curriculum area. The Deputy Head Pastoral's role is to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE programme, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table sets out who oversees the delivery of the PSHEE and RE/RSE curriculum and how it is implemented in practice in each phase of the school:

EYFS/ Pre-Prep Nursery- Year Four	Prep Year Five -Six	
Delivered by class teachers.	Delivered by class teachers.	
<p>Curriculum time delivered by Class Teachers in weekly timetables lesson and in form time, Pupil Voice and Wellbeing Time and assemblies.</p> <p>Use of SCARF as a source of PSHEE and RSE content and scope</p> <p>PSHEE is also taught through other specialist subjects and curriculum areas e.g. in Theology, Philosophy and Religion (TPR), science.</p> <p>PSHEE delivered through whole school and extended timetable activities e.g. assemblies</p> <p>PSHEE enabled through specific projects e.g awareness days/weeks</p> <p>PSHEE through involvement in the life of the school and wider community</p> <p>PSHEE through pastoral care and guidance.</p>		

4.2 Curriculum design

We use Coram Life Education- SCARF to support with a full coverage of the PSHEE curriculum. See appendix 1 for the curriculum map for Pre-prep to Senior school provision. Lesson plans on the shared drive outline suggested lessons, objectives and resources. Staff use this as a foundation in order to plan effective lesson that is catered to the individual needs of pupils in the class.

Any new topic in PSHEE will be introduced taking into account pupils’ prior knowledge and will complement, not replicate learning in other subjects. Research shows that attempts to scare or shock young people into making healthy choices rarely works and may be detrimental to their wellbeing.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. The pupils are helped to make connections between PSHEE education and their ‘real life’ experiences, including online contexts. The curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education {Prep} takes account of the faith of individual pupils. Whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

EYFS & Pre-Prep	Prep
Deputy Head	Deputy Head Delivery of aspects of the RSE curriculum is taught by Class Teachers and Form Tutors in PSHEE and in workshops provided by Coram Education.
<p>The focus during Relationship Education in Prep focuses on:</p> <ul style="list-style-type: none">- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;- differences in families and their structure and respect for the individual circumstances of families <p>It addresses the relationships between:</p> <ul style="list-style-type: none">- physical health and mental wellbeing- the balance of online and other activities- emotion and the ability to express emotions <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However, following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at The Hampshire School Chelsea.</p>	

9 Managing difficult questions

9.1 On the occasion that pupils may ask a difficult question pertaining to sex or sexuality which go beyond what is set out in Relationships Education or Relationships and Sex Education, teachers must ask the pupil to speak to their parents about the question they have as at this point, it would be more appropriate to do so. We understand that pupils of the same age may develop at different rates, therefore, staff are trained to discern what is appropriate to teach in a whole class setting or smaller group.

10 Parents' Right to Withdraw their Child

10.1 Parents will not be able to withdraw their child from relationships education in prep school or secondary school.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHEE and Relationship Education (Prep – up to Y6) and Relationship and Sex Education (Year Seven and Year Eight) provision will be evaluated through: Bellevue annual governance (spring) + identify school's own internal processes and frequency.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support. The school has two qualified Mental First Aiders on the SLT.

15 Outside Speakers

15.1 As a school we use Coram Education to deliver Aspects of the RSE curriculum to Prep and Senior pupils. These sessions are accompanied by the class teacher.

15.2 All external speakers are expected to share the content of what they will be teaching at a parent workshop.

15.3 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Appendix 1 PSHEE: EYFS- Year Eight

Pre-School - Year Six
PSHEE and Wellbeing Long-Term Plan (including DfE statutory requirements for Relationships Education and Health Education)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Pre-School	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy - food, exercise, sleep Growth Mindset	Cycles Life stages
Year One	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: Myself My money My environment	Growth Mindset Keeping my body healthy	Getting help Becoming independent My body parts
Year Two	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Year Three	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe

Year Four	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Year Five	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Year Six	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem