



King Edward's School – PSHE and RSE policy

This policy details the School's policy, procedure and teaching regarding personal, social, health and economic education (PSHE). It includes the arrangements for teaching relationship and sexual education (RSE) and highlights the spiritual, moral, social and cultural (SMSC) development of pupils.

This policy has been written in accordance with statutory guidance laid out in [Keeping Children Safe in Education](#) (KCSIE 2021) and [Relationships and Sex Education \(RSE \) and health education](#) (July2020)

This policy should be read in conjunction with:

- Safeguarding policy and procedures
- Online safety policy
- Preventing and tackling policy
- Behaviour and discipline policy

In line with the School's aims and objectives the PSHE curriculum is designed to help boys' personal and social development. It aims to identify issues and problems that individuals and society in general might face and, through a structured programme, aims to enable boys to make considered choices when faced with problems and dilemmas, thus developing their self-confidence and enabling them to grow into responsible adults. The teaching aims to support pupils in developing resilience, know when to ask for help and how to access support.

PSHE and RSE must at all times be taught in an inclusive and sensitive manner, meeting the needs of all pupils with their diverse experiences, faiths, cultural backgrounds and values. The appropriate adjustments will be made for those with special educational needs and disabilities. Due regard is given to the teaching of PSHE and the protected characteristics of pupils and the Equalities Act (2010).

The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The spiritual, moral, social and cultural (SMSC) development of pupils is delivered through all areas of the curriculum and co-curriculum. This includes Friday afternoon activities, assemblies, societies and talks, these programs are complied with due regard to all areas of SMSC and to be balanced. Pupils and staff are expected to display the values and behaviours of a tolerant and inclusive society at all times. Detailed information is available on request.

Personal, social, health and economic policy (PSHE)

The developing programme of PSHE covers a wide variety of topics from such practical help as to how to settle into school to issues of deep principle such as attitudes to human rights. Relationships and Sex Education, Drugs Education, Health Education, Online Safety and education against bullying are integral parts of the programme. The syllabus outline can be found in Appendix 1.

In the first three years, PSHE is delivered in Form Meetings and as part of the Friday Afternoon Programme. Thereafter, there are timetabled PSHE lessons for the Fourths, Fifths and Division years.

The Head of the PSHE prepares, resources and monitors the delivery of PSHE in every academic year. Timetabled PSHE teaching is delivered by members of the teaching staff, who are trained and confident to teach the more sensitive issues of PSHE. Content covered by Form Tutors is normally more practical, for example, time-management, study skills, healthy eating and fitness. All staff in the school deliver content as appropriate for the age group and with due regard to all aspects of the SMSC development of pupils.

All school staff are trained to be alert to any concerns that pupils raise or engender that leads them believe that the pupil is in distress or at risk of harm. Staff understand that they cannot promise confidentiality and that they should consult the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding policy.

Relationship and sex education (RSE)

RSE is embedded into the PSHE syllabus, it teaches pupils about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It equips pupils 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. It must:

- 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 the context of the diverse needs, opinions and beliefs of the school community;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- 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;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life, while reflecting the age and level of the learner;
- 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;
- Reinforce school procedures for dealing with disclosures of sexual abuses (or any abuse) and how pupils can access help and support;
- Give opportunity to discuss why pupils may not disclose abuse;
- Be delivered by competent and confident educators.

Right to Withdraw a Child from RSE

As a school, we aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any questions or concerns about the RSE provision, time is taken to address their concerns. Families may be invited to review the resources and can contact the Head of PSHE or Deputy Head Pastoral with any queries or concerns.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE and should do so in writing to the Chief Master. Parents and where appropriate the child, will be invited to meet the Head of PSHE or Deputy Head Pastoral who will explain the material and explore their concerns.

If, after discussion, parents would still like to request their child is withdrawn from sex education, the Chief Master will be informed and the parents' request will be granted. Once the pupil is three terms before he turns 16, if he wishes to receive sex education, the school will provide it.

If a child is withdrawn they will be provided with a purposeful education for the duration of the lessons. They should not leave school during this lesson. Consideration will be given on how to protect a student from the possible reaction of their peers to this withdrawal.

Review

Pupils are given the opportunity, through feedback forms, school councils and other pupil groups to offer feedback on content, delivery and resources of the PSHE and RSE curriculum.

Parents are notified annually with an outline of the PSHE and RSE content to be covered with their son in the coming year. They are invited to contact the Head of PSHE if they have any questions or queries.

This policy was developed by the Head of PSHE in consultation with the staff delivering the programme, Form Tutors, Heads of Year, the Deputy Head Pastoral and parents. Both the PSHE curriculum and this policy are reviewed annually by the Head of PSHE and is approved by Deputy Head Pastoral.

Next policy review September 2022.

Appendix 1 - PSHE and RSE Syllabus Outline

- Pupils in every year group receives annual online safety training specific to their age group.
- All pupils receive age-appropriate drug talk from an external provider biennially

Shells	Getting to know the School and settling in, making friends and getting along with each other, keeping yourself safe (including online), anti-bullying and cyber-bullying, using the library, being organised and accessing academic help.
Removes	Characteristics of positive friendships and changing relationships, puberty, sexuality and growing up. Introduction the concept of 'fake news', why it exists, what it is for and how to identify it, also the importance of critical thinking, and how to 'keep safe' from misleading information. Pupils will explore body image, social media and its role in their developing self-esteem.
Upper Middles	Male health – exploring all aspects relating to both the physical and mental health specific to young men and how to be healthy. The use of pornography and the potentially harmful effects. The concept of gender as a social construct and its effects in society.
Fourths	Developing self-confidence and self-awareness and the effects on relationships – including family, friendships, love including their values towards positive relationships. Sexual and loving relationships and issues around consent. Homosexuality and gender identity. Family planning, contraception and sexually transmitted infections. Emotional and mental health, stress, anxiety and depression. Hard and soft drugs. Discrimination – types and effects, and the law as it pertains to sixteen-year olds
Fifths	Economics – how the Bank of England works, interest rates, inflation Economics – critical decision making and the macro effects of our decisions Economics – Budgeting, loans and mortgages
Divisions	This course is designed to be pupil driven tailored to their, interests, needs and questions and address issues through a more holistic lens. It will, as a minimum cover: sexual health, consent, healthy and positive relationships, tolerance, harms in society (e.g. porn, drugs), gender issues and mental health.