



Relationships, Sex and Health Education (RSE) Policy -Whole School (inc EYFS)

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1. Whole School Policy Statement

This policy applies to the Prep (including Pre-Prep) and Senior School. 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 and Health Education (RHE) compulsory for all pupils receiving primary education and Relationships, Sex and Health Education (RSHE) compulsory for all pupils receiving secondary education.

Woodbridge School:

- Ensures that every pupil above compulsory school age at the Prep School is provided with relationships and health education.
- Ensures that every pupil who is at the Senior School is provided with relationships, sex and health education, except in so far as the pupil is excused as described below.
- Has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.
- Consults parents of all pupils at the School before making or revising the policy and that the content reflects the views of teachers and pupils.
- Publishes a copy of this statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- Will ensure that when a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships, sex and health education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head or Head of Woodbridge School Prep considers that the pupil should not be so excused.
- Ensures that relationship, sex and health education are regularly reviewed in consultation with parents, teachers and pupils.

2. Relationships, Sex and health Education (RSHE), and Relationships and Health Education (RHE)

This policy reflects the School's understanding that in order to create a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Curriculum plans in both the Prep and Senior Schools will encourage high quality, evidence-based and age-appropriate teaching of these subjects which will help prepare pupils for the opportunities, responsibilities and experiences of adult life. This will also enable both

schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

This policy sits alongside the whole school PSHCEE policy.

3. Consultation

This policy was produced through collaboration between the Heads of PSHCEE in both the Prep and Senior School, the Deputy Head Pastoral (Senior School) and the Head of Woodbridge School Prep.

Senior School parents were consulted via a questionnaire sent out as this policy was being prepared. It is intended to consult again before substantial amendment.

Year 5 & 6 parents were also asked to share their thoughts on the content of the provision as this policy was being prepared. It is intended to consult again before substantial amendment.

All pupils in the Senior School were consulted via a survey and in tutor time during the preparation of this policy, It is intended to consult again before substantial amendment

4. Parents & Policy Availability

Relationships and Health Education (RHE) and Relationships, Sex and Health Education (RSHE) is most effective when the approaches taken at school and at home complement one another. As such we are keen to work with parents and carers. We recognise that there are a wide variety of views on how, what and when topics should be taught, and welcome hearing these. However we hope the relationship is one of trust and that parents respect the decisions we have reached with them. The policy and course content has to be dictated primarily by our statutory obligations - unsurprisingly these sit well with the needs of our students.

In developing and reviewing both the policy and the programme of study the Senior School has used a questionnaire and covering letter to invite and encourage the opinions of parents and carers. In addition a follow-up, 'thank you', letter has served the purpose of drawing attention to the policy.

At the Prep, parents will be made aware of the new policy and its location.

This policy is published on the website and available to all free of charge on request to Ms Cath Shaw, the Head's PA.

a. Right to withdraw

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 from Relationships and Health Education as taught at the Prep. Before granting any such request parents or carers will need to discuss it with the Head. This is to ensure that the parents or carers wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept with the Deputy Head Pastoral.

b. Accessibility

Woodbridge School promotes the needs and interests of all pupils in fully accessing the curriculum, irrespective of gender, race, sexual orientation, culture, ability or personal circumstance.

PSHCEE is a central part of the curriculum, is given the requisite respect and prominence by senior and middle leaders, tutors and class teachers. PSHCEE is not a peripheral subject, and this is an outlook encouraged throughout the school.

Lessons are designed to inform and pupils are expected to engage in a cognitive process, including thinking deeply, however, PSHCEE is not intended to be academically rigorous in the sense that examined subjects might be. This should enable pupils of all ability to access the material in question with minimal differentiation, nevertheless class teachers will take account of all SEND requirements that individual pupils may have to ensure that this is the case.

5. Compliance, Monitoring and Evaluation arrangements

- The Deputy Head Pastoral, heads of PSHCEE, and the Head of Woodbridge School Prep will drop in on lessons from time to time.
- Department meetings are held at regular intervals during the year.
- In these meetings, the Deputy Head Pastoral, the heads of PSHCEE, and Head of Woodbridge School Prep review the content and implementation of lessons.
- In addition to formal feedback, RSHE will be discussed with pupils informally, for example during governor visits.

This policy will be subject to a thorough review process including consideration at the *Education Committee on a 2 yearly basis*. This will ensure that practice across the whole school is in line with *this policy*, the Complaints procedure and with current guidance and legislation.

6. Procedure 1: Prep School

PSHCEE including RHE

1. Subject Content

At the Prep School all necessary additions have been made to the curriculum in order to meet the requirements of the Relationships and Health Education recently set by the Government Guidelines. Not only is the content of Relationships and Health Education taught in lessons, it is also integrated into assemblies and other subjects across the school.

By the end of Year 6 the pupils will have received knowledge and understanding about relationships and health (RHE), including families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. They will have also been taught about Health Education, learning how to make good decisions about their own health and wellbeing, being able to recognise issues in themselves and others and gaining knowledge about who to turn to for support if / when issues arise.

Pupils are expected to engage fully with the curriculum and treat others with respect and sensitivity.

Appendix A gives an overview of the topics covered.

2. Assessment

There is no formal assessment of RHE, however all form teachers are able to assess pupils on a daily basis within form time and whilst teaching PSHCEE lessons. These lessons encourage continuous assessment of all pupils whilst performing circle time activities, class discussion, acting out role play, group work etc.

3. Responsibility for Teaching PSHCEE (including RHE)

Throughout the Pre-Prep and Prep, all form teachers teach PSHCEE (RSE) to the pupils in their respective class. They follow the schemes of work that have been set. On occasion pupils may be taught in single sex groupings, with additional support from the Head of Wellbeing, Head of ICT and Matron as appropriate. Teachers will ensure there is no stigmatisation of children based on home circumstances and be sensitive to the fact that some children may have a different structure of support around them.

7. Procedure 2: Senior School

1. Subject Content

RSE through PSHCEE

Woodbridge School has welcomed the higher profile (and the statutory requirement) of Relationships, Sex and Health Education. The school has always recognised the need to embrace the challenge of steering our pupils towards a happy and successful adult life.

Woodbridge School's approach to RSE has been to make it a fully integrated, indeed central, part of the PSHCEE programme. Like all aspects of the PSHCEE course we endeavour to make RSE inclusive and meet the needs of all our pupils. We understand, and take extremely seriously, the duty we have to each and every pupil in pursuing the objectives outlined at the beginning of this policy.

A full breakdown of the content taught (taking account of age of pupils) and schedule can be found in the Woodbridge School PSHCEE Policy and in Appendix A of this policy.

Elements of RSE are also covered informally through other subjects across the curriculum.

2. Assessment

There is no formal assessment of progress in PSHCEE (and RSE). It goes without saying, however, that there remains the expectation that pupils will engage fully in PSHCEE and treat the subject as seriously as they would any other. For years 7-11 teaching staff will make occasional notes in their mark-books to inform a PSHCEE report written in the usual reporting round for each year group. This will comment upon the interest in, engagement with, maturity displayed and understanding of the topics examined. The learning objectives set out above should be considered and may well be referred to. This "assessment" is not related to any other areas of the curriculum, for example literacy. In years 12-13 the emphasis is upon self-assessment. Students are expected to complete a form which encourages them to reflect upon what they have been learning over the term (see Appendix C below).

3. Responsibility for Teaching PSHCEE (including RSE)

PSHCEE for Years 7-11 in Woodbridge Senior School is led by Mr N E Smith as head of PSHCEE.

PSHCEE for Years 12-13 in Woodbridge Senior School is led by Mrs I Brown, Head of Sixth Form.

Years 7-11 PSHCEE is delivered primarily by non-subject specialists drawn from the pool of teaching staff. These staff receive an internal information and training session at the start of the academic year but are in no way expected to be experts in the material. Staff will approach lessons with the same professionalism as they would their academic subject(s), familiarising themselves with the lesson plans and subject material prior to each lesson in order to ensure they are confident in its effective delivery. Support is always available from the head of PSHCEE.

In Years 7-11 a number of external specialists are brought into school to lead sessions with pupils. This currently covers safe sex and STIs, drugs x2, body image (touching on eating disorders), and 'the racial experience'. Testimonials and checks (as far as can be reasonably expected) are carried out with regard to these speakers via the Head's office. The usual PSHCEE class teachers will always be present when external speakers are delivering sessions.

In Years 12 and 13 a revolving schedule of largely external specialist talks are held covering mental health, drugs, the law, finances, further and higher education, study techniques, careers – CVs/Unifrog, driving, tolerance (race, sexuality), cyber safety, soft skills, citizenship and so on. At least two members of the Sixth Form team and the head of PSHCEE are in every session with the Deputy Head Pastoral able to come to some sessions.

The 7-11 'Healthy Minds' course is delivered by the head of PSHCEE.

Appendix A: By the end of the Prep School pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| Caring friendships | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> |
| Respectful relationships | <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|--|
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> |
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |

APPENDIX B

YEARS 7-11 PSHCEE PROGRAMME OF STUDY

| PERSONAL, SOCIAL, HEALTH, CITIZENSHIP, ECONOMIC EDUCATION PROGRAMME OF STUDY | | | | | | |
|---|---|--|---|---|---|--------------------------------|
| | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | APPROX. DELIVERY DATE# |
| 1 | Responsible and safe social media 1 | First Aid, the emergency services, accident prevention | Healthy diet and lifestyle inc. smoking 1 | Attitudes towards women | Careers | FIRST HALF OF MICHAELMAS TERM |
| 2 | Tolerance, inclusion valuing others 1 | Peer pressure and assertiveness | Healthy diet and lifestyle inc. smoking 2 | Ladism, pack mentality, porn and the moral compass | Inappropriate relationships: harassment | |
| 3 | Rules, responsibilities and obligations | Bullying | Healthy diet and lifestyle inc. smoking 3 | Careers | Pregnancy and parenting (inc. abortion) | |
| 4 | Right and wrong | Tolerance, inclusion valuing others 2 | Safe social media 2 | Managing risk, learning to say no, gambling | Sex and the law 1 | SECOND HALF OF MICHAELMAS TERM |
| 5 | Your values, British values | Self-esteem and body image 1 | Safe social media 3 (inc. grooming) | Loss - bereavement | Sex and the law 2 | |
| 6 | Working together - collaborating | Self-esteem and body image 2: External speaker (SET) | Sexting and sex law – the basics | Loss – other losses e.g. when relationships breakdown | Sexual health - esp. STIs: External Speaker (T Higgins Trust) | |
| 7 | Being self-sufficient: Looking after yourself and your property | Alcohol | Sexual health and contraception 1 | The Racial Experience: External speaker (SET) | Personal finance - budgeting | FIRST HALF OF LENT TERM |

| | | | | | | |
|----|---|---|---|--|--|-----------------------------|
| 8 | Honesty and integrity | Alcohol – dealing with problems and emergencies | Sexual health 2: External speaker (Sal Roberts) | Radicalisation and hate crime: identifying and challenging | Income, expenditure, tax and wealth inequality 1 | SECOND HALF OF LENT TERM |
| 9 | Etiquette: meeting, greeting and eating | Modern families, family values | Drugs 1 | Marriage, civil partnerships etc. | Income, expenditure, tax and wealth inequality 2 inc. public expenditure | |
| 10 | Friendships | Relationships, commitment and marriage | Drugs 2: External speaker (Darren Gold) | Drugs 3: External speaker (DRED UK) | Local government | |
| 11 | Personal hygiene | Relationship pressure and abuse | Relationships: Having a boyfriend/girlfriend | Crime, police and the judicial system | Community, Volunteering and Civic Duty 1 | FIRST HALF OF TRINITY TERM |
| 12 | Study skills* | Study skills* | Study skills* | The rule of law | Community, Volunteering and Civic Duty 2 | |
| 13 | Litter | UK racial diversity | Sex and relationships in the media | Freedom of speech | Community, Volunteering and Civic Duty 3 | |
| 14 | Waste | Gender equality | Sexuality and gender identity | Migration and UK citizenship | Holidays with friends (inc. festivals) | SECOND HALF OF TRINITY TERM |
| 15 | Your health and safety – fire, sun, water, hydration, a safe summer | Human rights | Mindfulness (Mr Garvie) | Respect, modesty, dignity, privacy | | |
| 16 | Getting help, getting support | Your reputation | Careers | Gangs, weapons, county lines | | |

In the teaching of each of the above topics discussion will not be confined to one broad learning objective. For example in discussing sexual health, ‘Health, Safety and Wellbeing’, ‘RSE’ and ‘Character Education’ will all be touched upon. For convenience of reference the key below helps explain what can be considered the primary focus in each session: **Blue:** Health, Safety and Wellbeing **Green:** Living in the Wider World **Red:** RSE: Relationships and Sex Education **Purple:** Character Education **Yellow:** The study skills session is not part of the PSHCEE provision but will be delivered during the PSHCEE slot.
The timing is approximate - we adjust to account for bank holidays, term dates, school trips etc.

SIXTH FORM PSHCEE

This is an overview of topics that are presented. Timings vary each year. Some subjects are presented on several occasions (e.g. citizenship which covers a variety of topics) and some weeks are not timetabled due to exams/testing weeks/study leave.

| | Year 12 | Year 13 |
|----|-----------------------------------|--|
| 1 | Organisation and study habits | UCAS/ further/higher education |
| 2 | Tolerance – BLM and racism | Citizenship |
| 3 | Drive Safe | Mental health – addiction drugs/gambling |
| 4 | Mental health - self-esteem | Finances |
| 5 | Unifrog | Revising for exams |
| 6 | Citizenship | Tolerance - racism |
| 7 | Mental health - body image | Mental health – self harm |
| 8 | Finances | Risks and consequences |
| 9 | Mental health – overview and help | Binge drinking |
| 10 | Time management | |
| 11 | Consent and sexual relationships | |
| 12 | Avoid crime and punishment | |
| 13 | Tolerance - LGBTQ+ | |
| 14 | Apprenticeships, universities | |
| 16 | Grief encounter | |

| | | |
|----|-------------------------------------|--|
| 17 | Mental health – stress/anxiety | |
| 18 | Drugs – the low down | |
| 19 | CVs/interview techniques | |
| 20 | Higher education, UCAS | |
| 21 | British values – what do they mean? | |
| 22 | Career snapshots | |
| 23 | Presentation skills | |
| 24 | Addiction and drugs/gambling | |
| 25 | Environment | |
| 26 | Gap years | |
| 27 | Digital media | |
| 28 | Pornography | |
| 29 | Bullying | |
| 30 | Sexual health | |

As with the lower years, in the teaching of each of the above topics discussion will not be confined to one broad learning objective. For example in discussing sexual health, 'Health, Safety and Wellbeing', 'RSE' and 'Character Education' will all be touched upon. For convenience of reference the key below helps explain what can be considered the primary focus in each session: **Blue:** Health, Safety and Wellbeing **Green:** Living in the Wider World **Red:** RSE: Relationships and Sex Education **Purple:** Character Education **Yellow:** The study skills session is not part of the PSHCEE provision but will be delivered during the PSHCEE slot.

YEARS 7-11 'HEALTHY MINDS' COURSE

| HEALTHY MINDS | | | | | |
|----------------------------|------------------------------------|--|---|--|-------------------------------|
| YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | APPROX. DELIVERY DATE# |
| Transitions | Learning from failure | What is mental well-being: some science? | How does your brain work? | Stress | Sept/Oct |
| Supportive relationships | Bullies and the mind | Online pressures 1 | Uniqueness - comfortable in my own skin | Anxiety | Nov/Dec |
| Recognising your strengths | Self-esteem and pressure to be ... | Online pressures 2 | Sleep | Depression | Jan/Feb |
| Dealing with criticism | Emotional management 1 | Screen time | Ingestion - drink, drugs, food and mood | Community - contributing and sharing | Feb/Mar |
| Daily wellbeing | Resilience 1 | Getting help | The outdoors: engaging with the nature | Workloads, organisation, breaks, exams | April/May |
| Noise | Resilience 2 | Kindness and empathy | Being active | Noticing, learning, contemplating | June/July |

The timing is approximate - we adjust to account for bank holidays, term dates, school trips etc.

