



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

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| ISI Reg: | Para 2, Part I ISSR (Curriculum) |
| Other related policies and documents: | Prep, Senior School and/or Whole School Policies relating to Curriculum; Personal, Social, Health and Economic Education (PSHE) Policy; Spiritual, Moral, Social and Cultural Development (SMSC) Policy. . |

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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 Senior School as part of the PSHE policy review process 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sex education provided as part of relationships, sex and health education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.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 sections of the School 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 PSHE policy.

This policy recognises the link between the School values, of 'Character, Kindness, Community and Excellence' and the content and motivation of RSHE.

3. Consultation

This policy was produced through collaboration between the Heads of PSHE 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. Prior to any substantive amendment, a further consultation period will occur. I

Year 5 & 6 parents were also asked to share their thoughts on the content of the provision as this policy was being prepared. Prior to any substantive amendment, a further consultation period will occur.

All pupils in the Senior School were consulted via a survey and in tutor time during the preparation of this policy. Prior to any substantive amendment, a further consultation period will occur.

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 were made aware of this 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.

RSHE is a central part of the curriculum, is given the requisite respect and prominence by senior and middle leaders, tutors and class teachers. It 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. Similarly, RSHE 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 PSHE, 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 PSHE, 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 an annual 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

PSHE 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, introduced to the physical and emotional changes linked to growing up and gained 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.

The PSHE policy 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 PSHE 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 (including RHE)

Throughout the Pre-Prep and Prep, all form teachers teach PSHE (RHE) to the pupils in their respective class. They follow the schemes of work that have been set. 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

RSHE through PSHE

1. Subject Content

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 RSHE has been to make it a fully integrated, indeed central, part of the PSHE programme. Like all aspects of the PSHE course we endeavour to make RSHE 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 PSHE Policy.

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

2. Assessment

There is no formal assessment of progress in PSHE (and RSHE). It goes without saying, however, that there remains the expectation that pupils will engage fully in PSHE 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 PSHE 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 each of Years 7-11 their final PSHE lesson is given over to a 'review'. Independently and silently pupils work through a paper that asks them what they have learned and how they might grade their understanding of the topics covered during the year. They then have time to go through this paper as a class, discuss their overall experiences, be reminded of key areas they may have forgotten, and share views on aspects they found most or least useful, or that required more or less depth.

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.

3. Responsibility for Teaching PSHE (including RSHE)

PSHE for Years 7-11 in Woodbridge Senior School is led by Dr N Stern as Head of PSHE.

PSHE for Years 12-13 in Woodbridge Senior School is led by Mr D Beasant Director of Sixth Form.

Years 7-11 PSHE 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 PSHE.

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 PSHE 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 PSHE are in every session with the Deputy Head Pastoral able to come to some sessions.

The 7-11 'Healthy Minds' course is delivered by Mr N Smith.