



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Prince Henry's Grammar School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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Appendix 1:

PSHE and Citizenship Programme of Study for Key Stages 3 and 4

Statement of intent

At Prince Henry's Grammar School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and Health Education (RSHE) can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE provision is organised and delivered, to ensure it meets the needs of all students.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Positive Discipline (PD) Behaviour and Safety Policy
- Special Educational Needs Policy
- Online Safety Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Assistant Headteacher: Safeguarding and Wellbeing is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.

- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PSHE and Citizenship Area Leader is responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Assistant Headteacher: Safeguarding and Wellbeing.

The Assistant Headteacher: Safeguarding and Wellbeing is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSHE.

Teaching staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the PSHE and Citizenship Area Leader on key topics, resources and support for individual students.

- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSE or Health Education to the PSHE and Citizenship Area Leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL using CPOMS.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

3. Organisation of the RSHE curriculum

For the purpose of this policy:

- **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- **"RSE"** refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **"Health education"** is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parents, and in accordance with latest DfE recommendations.

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSHE curriculum is delivered through PSHE and Citizenship Education provision, with some statutory elements taught via the science, IT and computing, DT, PE and ERP/PREP curriculums. The PSHE and Citizenship Area Leader will work closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious

background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, students will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, students will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying, the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, students will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

- By the end of secondary school, students will know:
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-

reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.

- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, students will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, students will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

6. Key Stages 3 and 4: Programmes of study

The school has ensured that an age-appropriate, developmental PSHE and Citizenship curriculum has been planned and delivered to meet the needs of young people as well as including all statutory RSHE content outlined in Sections 4 and 5 of this policy.

The full structure and curriculum plan for PSHE and Citizenship is available in Appendix 1.

7. Delivery of the curriculum

Through effective organisation and delivery of the RSHE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by qualified teachers with access to training.

The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved. Where there is reference to heterosexual and cisgender majorities, this will be noted as specific to these groups, not assuming this as a 'norm'.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the PSHE and Citizenship Area Leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any student. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement (Acceptable use of IT Policy?).

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Parents views on the curriculum will be gathered bi-annually as part of a consultation process.

8. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning. RSHE will be linked to the following subjects:

- **PSHE** – students learn about respect and difference, values and characteristics of individuals.
- **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **DT** - students are taught about healthy lifestyles and balanced diets as part of the food technology element of Design and Technology.
- **EPR/PREP**- students learn within the disciplines of philosophical, ethical and religious studies to give a broad understanding of various issues and perspectives, within a diverse and pluralistic society.

9. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult with parents when reviewing the content of the school's RSHE curriculum, and will give opportunities for parents to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will **not** be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to the School Office, FAO: Assistant Headteacher: Safeguarding and Wellbeing, or contact the school office to arrange a meeting with the Assistant Headteacher: Safeguarding and Wellbeing Working with external agencies

Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from in the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.

- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

10. Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do **not** have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Assistant Headteacher: Safeguarding and Wellbeing.

Before granting a withdrawal request, the Assistant Headteacher: Safeguarding and Wellbeing will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Assistant Headteacher: Safeguarding and Wellbeing will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16. After this point, if the student wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the student with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with SEND, the Assistant Headteacher: Safeguarding and Wellbeing in collaboration with the SENCO will take the students' specific needs into account when making their decision.

11. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the schools Safeguarding and Child Protection Policy and Positive Discipline (PD) Behaviour and Safety Policy.

12. Safeguarding and confidentiality

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy

Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately and all concern reporting procedures will be followed. Students will be made aware of how to raise their concerns or make a report, and

how their report will be handled – this includes the process for when they have a concern about a peer.

13. Assessment

The school will have the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

Learning will be monitored and formative assessment methods used to identify where students need extra support or intervention. There are no formal examinations for RSHE; however, to assess student outcomes, the school will capture progress in the following ways:

- Low stakes testing
- Written tasks
- Self-evaluations
- Health and well-being surveys

14. Staff training

Training will be provided by the PSHE and Citizenship Area Leader to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

The school refers to the Social Exclusion Report on Teenage Pregnancy in teacher training, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

15. Monitoring and review

The PSHE and Citizenship Area Leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct monitoring, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PSHE and Citizenship Area Leader will create annual subject reports for the Assistant Headteacher: Safeguarding and Wellbeing and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Assistant Headteacher:

Safeguarding and Wellbeing through regular review meetings to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the Assistant Headteacher: Safeguarding and Wellbeing in conjunction with the PSHE and Citizenship Area Leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Assistant Headteacher: Safeguarding and Wellbeing and PSHE and Citizenship Area Leader. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.

The next scheduled review date for this policy is **June 2026**.

**Appendix 1:
PSHE and Citizenship Programmes of Study
Key Stages 3 and 4**

Prince Henry's Grammar School

PSHE and Citizenship Provision

For each year group, the following key areas will be covered across the academic year:

- Personal and social relationships
- Health and well-being
- Preparing for the future
- Life in the wider world



PSHE and Citizenship is delivered once per fortnight on students' timetables in KS3 and KS4. In addition, there will be two full days where the normal timetable is suspended and the five periods are dedicated to PSHE. Each of the three terms, plus two calendared drop-down days, will have one of these as an over-arching theme to ensure continuity and meaningful learning for our students in a spiral curriculum; this allows them to engage with the material and draw links between their learning, which should prepare them well for synthesising new information in school, as well as in their lives beyond.

Each term or day will typically include a range of different sessions, including external speakers, taught lessons and practical workshops that allow students to approach each of the key themes from a range of different perspectives and learning styles.

Students will have a designated PSHE and Citizenship exercise book kept by their PSHE teacher, where all relevant work will be completed; this includes all termly sessions, drop-down days, connected tutor sessions and some other activities/speakers/assemblies. While this will stay in school, there may be opportunities at Parents' Evenings or other face-to-face meetings for parents to see this, as requested.

Staff also receive professional development opportunities to enable them to offer confident and high-quality education across the PSHE and Citizenship curriculum.

<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>	<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Term 1	September – December	7	Personal and Social Relationships <u>Transition to Secondary School</u> <input type="checkbox"/> Getting to know each other <input type="checkbox"/> Learning in a safe environment <input type="checkbox"/> We all have Mental Health <input type="checkbox"/> Positive Relationships <input type="checkbox"/> Letter writing to future self <input type="checkbox"/> Independence Vs. Risk	Exploring new personal and social relationships that Year 7 students are likely to be making in their early days of secondary school, including forming positive relationships, understanding expectations, and looking to their future at Prince Henry's.
		8	Health and Well Being <u>Ways of Coping</u> <input type="checkbox"/> Addiction <input type="checkbox"/> Sleeping Habits <input type="checkbox"/> Vaping <input type="checkbox"/> Online stress & FOMO <input type="checkbox"/> Dove: Appearance Ideals <input type="checkbox"/> All About (illegal) Drugs	Exploring ways of coping with some of the common challenges in young people's lives, including alcohol consumption, drugs, sleep habits, body image and online stress.
		9	Personal and Social Relationships <u>Intimate Relationships</u> <input type="checkbox"/> Respectful relationship behaviours <input type="checkbox"/> Sex in the media <input type="checkbox"/> Vaginal and Vulval Health <input type="checkbox"/> Capacity to consent <input type="checkbox"/> Sexual Health <input type="checkbox"/> Contraception	Exploring the realities of intimate relationships, particularly focusing on the importance of consent, making sense of relationships, contraception, intimate and sexual health and the portrayal of sex in the media.
		10	Preparing for the Future <u>Protecting Financial Futures</u> <input type="checkbox"/> Take-home pay <input type="checkbox"/> Budgeting <input type="checkbox"/> Savings <input type="checkbox"/> Investing <input type="checkbox"/> Insurance <input type="checkbox"/> Investment Simulation	Recognising and evaluating different financial concepts and choices, including income, taxation, budgeting, risk, security and investments, as well as the impact of spending and saving.
		11	Life in the Wider World <u>Families and the Future</u> <input type="checkbox"/> Legal Status of Marriage <input type="checkbox"/> Long-Term Commitments	Considering some of the personal and family realities young people may face now and in the future, specifically exploring experiences

				<input type="checkbox"/> Pregnancy and Childbirth <input type="checkbox"/> Parenting <input type="checkbox"/> Fertility and Loss <input type="checkbox"/> Understanding the Menopause	surrounding family diversity, marriage, pregnancy, fertility, loss and parenthood.
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<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Drop Down DAY 1	November	7	Health and Well Being	<u>Healthy Lives</u> <input type="checkbox"/> Personal Safety <input type="checkbox"/> Puberty <input type="checkbox"/> Smoking <input type="checkbox"/> The Eatwell Guide <input type="checkbox"/> Dental Health	Focusing on staying both physically and mentally well, during a period of significant change in young people's lives, including conversations on puberty, personal hygiene, developing healthy habits and awareness of personal safety.
		8	Life in the Wider World	<u>Introducing Digital Literacy</u> <input type="checkbox"/> Causes of Cybercrime (#1) <input type="checkbox"/> Effects of Cybercrime (#2) <input type="checkbox"/> Social Media Responsibility <input type="checkbox"/> Spotting Fake News <input type="checkbox"/> TikTok: Adverts, Creators and You	Examining the realities of living in a digital age and the importance of being technologically literate; sessions will explore life online, including age restrictions and accessibility, social media use, news and media outlets, and security online.
		9	Health and Well Being	<u>Choices and Influences*</u> <input type="checkbox"/> Stop and Search <input type="checkbox"/> Gang Culture <input type="checkbox"/> Being Assertive <input type="checkbox"/> Drugs: The Law and Managing Risk <input type="checkbox"/> <i>No Knives, Better Lives</i>	Examining the choices and influences of young people that may impact their physical and mental wellbeing; sessions will explore gang culture, carrying weapons, types of behaviour and the implications of drugs and alcohol.
		10	Personal and Social Relationships	<u>21st Century Relationship Realities</u> <input type="checkbox"/> Addressing Relationship Abuse <input type="checkbox"/> Impact of Pornography <input type="checkbox"/> Intimacy and Pleasure <input type="checkbox"/> Managing Conflict and Break-Ups <input type="checkbox"/> Pressure, Persuasion and Coercion	Exploring and revisiting the realities of romantic and sexual relationships for young people today; sessions will include societal concepts of intimacy, consent, coercion and exploitation, as well as the impact of the online world and pornography on relationships.

		11	Preparing for the Future (inc.Sixth Form tasters)	<u>Post-16 Pathways</u> <ul style="list-style-type: none"> <input type="checkbox"/> Unifrog Careers Research <input type="checkbox"/> Setting SMART goals <input type="checkbox"/> Sixth Form TASTERS (x3) &/or Non-Academic Pathways 	Focusing on students' imminent post-16 pathways choices, there will be the opportunity to select and attend taster sessions in various Sixth Form subjects, as well as time for SMART goal setting, study skills and exploring college and apprenticeships pathways .
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<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>		<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Term 2	January - March	7	Preparing for the Future	<u>Developing Skills and Aspirations (Unifrog)</u> <ul style="list-style-type: none"> <input type="checkbox"/> Careers Library Treasure Hunt <input type="checkbox"/> What are skills? <input type="checkbox"/> Recording activities <input type="checkbox"/> Interest profile <input type="checkbox"/> The dream job <input type="checkbox"/> + Study Skills 	Working on developing students' personal goals and academic targets , with identification of needs and wants, skills and attributes , early career aspirations and positive, productive study skills , introducing the UniFrog platform.
		8	Personal and Social Relationships	<u>Building Identity and Relationships</u> <ul style="list-style-type: none"> <input type="checkbox"/> Relationship Values <input type="checkbox"/> Influences on Relationships Expectations <input type="checkbox"/> Sexual Orientation and Gender Identity <input type="checkbox"/> Consent- Avoiding Assumptions <input type="checkbox"/> Introduction to Contraception <input type="checkbox"/> + My Authentic Self 	Exploring young people's personal identities and interpersonal relationships, with session content including students' values, expectations, gender identity and sexual orientation , as well as consent and contraception .
		9	Life in the Wider World	<u>Managing Money</u> <ul style="list-style-type: none"> <input type="checkbox"/> Mobile Phone Products <input type="checkbox"/> Cryptocurrency <input type="checkbox"/> Financial Exploitation <input type="checkbox"/> Online Gaming 	Revisiting student awareness of managing money, with a focus on the most relevant types of transactions to young people and the risks involved; sessions cover mobile phone contracts ,

				<input type="checkbox"/> Online Safety <input type="checkbox"/> Pocket Money Debate	cryptocurrency, exploitation- on and offline, online gaming and the independence of pocket money.
		10	Life in the Wider World	<u>Addressing Extremism</u> <input type="checkbox"/> L1- Valuing Diversity <input type="checkbox"/> L2- Understanding and Preventing Extremism <input type="checkbox"/> L3- Radicalisation <input type="checkbox"/> Black Lives Matter- Red Cross <input type="checkbox"/> NewsWise- Media Bias <input type="checkbox"/> Serious and Organised Crime	Examining life in an increasingly globalised and politicised world, including addressing diversity, extremism and radicalisation , as well as the bias of the media and awareness of systemic issues facing your people today.
		11	Health and Well Being	<u>Managing Life in Exam Season</u> <input type="checkbox"/> Lifestyles and wellbeing <input type="checkbox"/> Influences on lifestyle decisions <input type="checkbox"/> Goals and Growth <input type="checkbox"/> Revision strategies <input type="checkbox"/> Recognising Mental Health Needs <input type="checkbox"/> Reframing Negative Thinking	Exploring the challenges of life during exam season; sessions focusing on managing stress, revision strategies, benefits of healthy eating and exercise, work-life balance and recognising when to ask for help.

PSHE Delivery	DATES	Year Group Theme		Topic and Sessions	Key Learning and Statutory Content
Drop Down DAY 2	January	7	Life in the Wider World	<u>Diversity and Justice</u> <input type="checkbox"/> 1. Introduction to Human Rights <input type="checkbox"/> 2. Balancing Human Rights <input type="checkbox"/> A. Purpose of Charity <input type="checkbox"/> B. Charity Planning <input type="checkbox"/> Prejudice and Discrimination	Identifying and evaluating core values in young people's lives to ensure everyone can co-exist fairly and equally within society; sessions will explore prejudice and discrimination, action and charity groups, human rights and diversity.
		8	Life in the Wider World	<u>Exploring our Experiences</u> <input type="checkbox"/> Autism Awareness <input type="checkbox"/> Loss and Bereavement <input type="checkbox"/> FGM <input type="checkbox"/> The Belonging Toolkit <input type="checkbox"/> The Adoptables <input type="checkbox"/> <i>Transphobia: Anne Frank Trust</i>	Discovering the realities of students' own and alternative lived experiences, encouraging insight and empathy for different identity, sense, cultural, socio-economic and other life experiences.

		9	Preparing for the Future (inc. GCSE options tasters)	<u>Preparing for GCSEs and Beyond</u> <ul style="list-style-type: none"> <input type="checkbox"/> Taster sessions x3 <input type="checkbox"/> GCSE: Choices, choices <input type="checkbox"/> Developing KS4 Learning Skills 	Focusing on students' forthcoming GCSE/KS4 options choices, there will be the opportunity to select and attend taster sessions in various subjects, as well as time for goal setting, study skills and future pathways discussions .
		10	Health and Well Being	<u>Fostering Independence</u> <ul style="list-style-type: none"> <input type="checkbox"/> Breast Cancer Awareness <input type="checkbox"/> Testicular Cancer Awareness <input type="checkbox"/> Organ and Blood Donation <input type="checkbox"/> Vaccinations <input type="checkbox"/> Pressure for Perfection 	Encouraging students to take an active and independent role in their own well-being and health decisions, introducing self-examination, health risks, vaccinations, cosmetic alterations and blood, organ and stem cell donation .
		11	Personal and Social Relationships	<u>Communicating Your Needs</u> <ul style="list-style-type: none"> <input type="checkbox"/> Online Support Networks <input type="checkbox"/> 1. My Values in Relationships <input type="checkbox"/> 2. Unhealthy Relationships <input type="checkbox"/> Toxic Culture <input type="checkbox"/> Papyrus: Youth Suicide Awareness 	Identifying and evaluating the need for communication in various types of relationships , including intimate and sexual relationships, warning signs of unhealthy relationships , as well as assessing other needs as a young adult .

<i>PSHE Delivery</i>	<i>DATES</i>	<i>Year Group Theme</i>	<i>Topic and Sessions</i>	<i>Key Learning and Statutory Content</i>
Term 3 (April-July)	April- July	7	Personal and Social Relationships <u>Moving Friendships Forward</u> <ul style="list-style-type: none"> <input type="checkbox"/> Developing Independence <input type="checkbox"/> Coercive Friendships <input type="checkbox"/> Forgiveness <input type="checkbox"/> Bullying <input type="checkbox"/> Importance of Kindness <input type="checkbox"/> Reflections of Year 7 	Revisiting some of the personal and social aspects of life as a Year 7 student first introduced in September, focusing on reflections on the first year, student self-worth, maintaining positive and healthy relationships with peers , including identifying and avoiding bullying .
		8	Preparing for the Future <u>Spending and Saving</u> <ul style="list-style-type: none"> <input type="checkbox"/> Opening a bank account <input type="checkbox"/> Reading a bank statement <input type="checkbox"/> Saving money <input type="checkbox"/> Using a bank card <input type="checkbox"/> Managing debt 	Investigating the employment market from the perspective of under 16s, with part-time work and volunteering as a minor; students will also revisit their relevant skills and attributes , explore pocket money, budgeting , and possible careers research .

			<input type="checkbox"/> Guide to banking	
		9	Health and Well Being <u>Healthy Mind, Healthy Body</u> <input type="checkbox"/> Physical and Mental Wellbeing <input type="checkbox"/> First Aid- Red Cross <input type="checkbox"/> The Sleep Factor <input type="checkbox"/> Teenage Cancer Trust <input type="checkbox"/> Equal Health Opportunities <input type="checkbox"/> End of Year Review	Identifying and engaging with how to keep a balance of good physical and mental health, including exploration of mental health triggers, assessing support and treatment, the importance of sleep , as well as focus on first aid, cancer and keeping physically well.
		10	Preparing for the Future <u>Life Online and Digital Literacy</u> <input type="checkbox"/> Fact Vs. Fiction <input type="checkbox"/> Three Sides to the Story <input type="checkbox"/> Us Vs. Them <input type="checkbox"/> Speaking Up, Speaking Out <input type="checkbox"/> Becoming an Internet Citizen <input type="checkbox"/> End of Year Review	Considering the way that young people’s lives have been shaped and influenced by the living in the internet age; sessions will explore social media, personal and professional reputation, assessing bias, reliability and accuracy, self-worth and resilience.
		11	REVISION and Exam Prep <input type="checkbox"/> Revision	
		11	Study Leave	

Timanyane Day

The final drop-down day in July hosts PHGS’s global citizenship focus, with a wide range of PSHE and Citizenship themes addressed by speakers, workshops and activities that differs each year.