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STOVER SCHOOL

PSHE & RSE POLICY

June 2021

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AIMS OF PSHE

Stover School aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Stover School takes a comprehensive approach towards PSHE, providing a programme which offers a Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. The PSHE curriculum at Stover School reflects the ISI Inspection Framework on 'personal development', as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

STATUTORY RSE AND HEALTH EDUCATION

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

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an

increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.11.

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance page29

Stover School will include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

SAFEGUARDING AND RESPONSIBILITY

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time).
- Challenge the statement; not the individual making it.
- The 'right' not to answer questions.
- No personal questions to be asked by pupils or teachers.
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at the Stover School receive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Stover School guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

EQUALITY

The PSHE and RSE policy at Stover School promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." Pupils at Stover School are taught the LGBT content at a timely point as part of the curriculum.

At Stover School, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of Relationship, Sex and Health Education.

SEND

Stover School prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils. Pupils are supported as required, throughout the school.

ASSESSING

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, class-based tasks. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

ROLES AND RESPONSIBILITIES

The Governing Body of Stover School

The PSHE and RSE policy will be ratified by the governing body and this will be reviewed and updated regularly.

The Headteacher

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school, alongside the Senior Leadership Team and the PSHE & RSE Co-ordinators.

It is the responsibility of the Headteacher to manage any requests to withdraw pupils from non-statutory components of RSE. We are reminded that parents cannot withdraw their child from the Relationship and Health aspects of RSE.

Staff

The staff across Stover School are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager.

Pupils

There is an expectation that all pupils across Stover School will fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to Stover School as part of our consultation process.

PARENTS RIGHT TO WITHDRAW FROM RSE

Stover Preparatory School

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE.

Pupils are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of the Preparatory School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of the Preparatory School will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Stover School

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this. Pupils are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

VISITORS

Stover School value working with external partners, at times, as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils across the school.

All visitors are subject to Stover School's Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Stover School will ensure that the teaching delivered by visitors fits with the Scheme of Work. The content of lessons provided by external agencies is checked in advance to ensure that it is age appropriate and accessible for all pupils.

CURRICULUM DESIGN

Our curriculum overview is set out in Appendix 1. This will be regularly reviewed and adapted as required.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

POLICY REVIEW

The PSHE and RSE policy at Stover School is informed by the DfE guidance:

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equalities Act 2010

- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in school

Appendix 1: Curriculum Overview

Stover Preparatory School: Nursery – Year 6 (Updated March 2026)

EYFS	Educational Programme for Personal, Social, and Emotional Development
	Self-Regulation - Managing Self - Building Relationships
	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Our children will be learning to:</p> <ul style="list-style-type: none"> ● Select and use activities and resources, asking for help when needed. This helps children to achieve a goal they have chosen, or one which is suggested to them. ● Develop their sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations. ● Play with one or more other children, extending and elaborating play ideas. ● Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow rules, understanding why they are important. ● Do not always need an adult to remind them of a rule. ● Develop appropriate ways of being assertive. ● Shows an understanding how others might be feeling and can regulate their behaviour accordingly. ● Can consider the perspectives of others and can use talk to resolve conflicts. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Begin to understand how others might be feeling. ● Manage their own basic hygiene and personal needs. ● Talk about the different factors that support their overall health and wellbeing.

Year 1	Autumn 1	Spring 1	Summer 1
	Asking for help – who can we go to? Setting class rules. Setting goals Different feelings and emotions. Positive and negative.	Healthy Choices Personal hygiene to keep us healthy. Caring for our Environment – How can we ‘do our bit’?	Emotions and Bullying Rights and responsibilities. People who work in our community – how do they help us?
	Autumn 2	Spring 2	Summer 2
	What needs do we have? Does everyone have the same needs? Bullying	Online safety. Money – What is it?	Growing and Changing – becoming more independent. Parts of the body – correct names.

	How our behaviour affects others. Appropriate and inappropriate touch and how feelings and bodies can be hurt.	Special people Looking at similarities and differences between people and families. Teasing – what can we do about it?	Keeping Safe – what rules do we follow in school and in the wider community? Privacy and keeping secrets.
Year 2	Autumn 1	Spring 1	Summer 1
	Class rules and why they are important. What am I good at and what do I want to get better at? – setting goals. How do we know how we and others are feeling? Managing our feelings.	What is a healthy diet? How does exercise help us to stay healthy? Making healthy choices – what can happen if we don't? Money - What happens when we don't have enough? How do we keep it safe?	People working in our community – the emergency services – how do we get their help? What skills do people need for their jobs? The dangers of household products if not used correctly. Rules for keeping safe.
	Autumn 2	Spring 2	Summer 2
	Bullying How different types of behaviour affect others and how we can help it to stop. Listening to others and playing cooperatively. How are we all the same/different.	Online safety. NSPCC pants lessons (to include correct terminology of body parts). Bodies and feelings can be hurt. Right to speak out and who to go to for help.	Understanding how we have changed since being a baby. What does it mean to be independent? How can we continue to be more independent? Ways we are the same as other people. Privacy in different contexts.. Correct names for the main parts of the body.
Year 3	Autumn 1	Spring 1	Summer 1
	Setting goals and recognising achievements Fabulous Friends – what makes a good friend? Agreeing and disagreeing. How do our actions affect others? Non-verbal communication – How do we know how someone feels?	What is climate change? How can we improve sustainability of the environment world-wide. Acceptable and unacceptable physical contact. Secrets/surprises and confidentiality.	Values and customs of people around the world. Appreciating differences and diversity (within the uk). Equality. What is community? How do we play our part?
	Autumn 2	Spring 2	Summer 2
	Bullying Diversity – What it means. Stereotypes and respecting difference. Equality	Keeping safe online. Images in the media – can we trust them? What is peer pressure? Healthy lifestyles – diet, exercise and sleep – why is it important?	Managing risk and keeping safe. Importance of rules. What to do in an emergency. How our feelings change as we grow up.
Year 4	Autumn 1	Spring 1	Summer 1
	Set goals for the year and look back to past achievements – everyone has different strengths. How do we know how others feel? And how should we respond? Resolving disputes.	Hygiene and keeping ourselves well. How do we know if we are unwell? What is money? How do we earn it and how do we budget? Money – What is meant by loan and interest? What does it mean to be enterprising?	Keeping safe in our local environment (including mobile phone use/dares and peer pressure). Privacy and personal boundaries. Saying no. When is it ok to 'tell'? Confidentiality and secrets.
	Autumn 2	Spring 2	Summer 2

	<p>Bullying What is anti-social behaviour and how does it affect others? What responsibilities, duties and rights do we have in school, at home and in the wider community?</p>	<p>Online safety What is a habit? How they can be hard to change. Drugs that are common in everyday life and their effects (alcohol, caffeine, medicines, tobacco/vaping). What are stereotypes?</p>	<p>What is a positive, healthy relationship and how do we know? Maintaining good friendships. What is mental health and how can we keep it healthy? Discuss mental ill-health. What does it mean to be lonely?</p>
Year 5	Autumn 1	Spring 1	Summer 1
	<p>Achievements and setting goals – for year 5 and long term – what job might they like to do? Empathy and compassion. How do we recognise feelings in ourselves and others? Healthy relationships. What do we mean by healthy? How to judge when a friendship becomes unhealthy.</p>	<p>Medicines and drugs. What does illegal and legal mean? The role of vaccinations. Illegal drugs. Looking after our money – being a critical consumer. What is gambling?</p>	<p>What is a ‘dare’ and how do we keep ourselves safe? Recognising identity/stereotypes and equality. How stereotypes can affect career choices. What makes us the same and different? Coping with bereavement, loss and change.</p>
	Autumn 2	Spring 2	Summer 2
	<p>Human rights and how democracy works. Bullying Taking responsibility for our actions. Body image and the media. What should we share with others.</p>	<p>Online safety. Teasing, prejudice and discrimination. Consent - it’s my body. Personal boundaries and respecting other people’s privacy.</p>	<p>Keeping safe in local environment – water/fire/rail/sun safety, online safety. What does being part of a community mean? What is peer pressure?</p>
Year 6	Autumn 1	Spring 1	Summer 1
	<p>Aspirations and achieving goals. Types of relationship – focus on diversity. Maintaining relationships – resolving differences. Recognising unhealthy relationships.</p>	<p>What is loan, credit, debt and interest? Enterprise (linked to Red Nose Day). Appropriate physical contact. Confidentiality and secrets.</p>	<p>Why and how are laws made? Human rights and the UN declaration on the rights of the child. Keeping safe – where can I get help? What do I do in an emergency? Including first aid. Using a mobile phone safely.</p>
	Autumn 2	Spring 2	Summer 2
<p>Bullying Anti-social behaviour. Respecting diversity of ethnicity, religion etc in Britain. Being thankful.</p>	<p>Changes during puberty. Menstrual well-being. Sex education. Rights and responsibilities – Law and democracy. Working collaboratively towards shared goals – negotiation and compromise.</p>	<p>Growing and changing – impacts on our mental health and how to ask for help. Transition to Secondary school. Feelings of loss incl. bereavement.</p>	

N.B.

PSHE is intended to be a flexible subject which responds to the needs of the pupils. Sometimes, there will be the need to cover a specific topic as a response to an event or incident. Therefore, the order of teaching within year groups may not be identical to the mapping above.

Appendix 1: Curriculum Overview cont.

Stover Senior School: Year 7 – 13 (Last updated Sept 25)

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Diversity Diversity, prejudice, and bullying	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Health and puberty Healthy routines, influences on health, puberty & unwanted contact	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, inc: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia & transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Relationship Values, Influences on relationship expectations, Sexual orientation and consent.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process. Unifrog account introduction.	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education inc: consent, FGM, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Citizenship British Values Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience and Careers Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Getting ready for Exams Helping pupils with preparing for GCSEs, their chosen next steps and wellbeing

Appendix 1: Curriculum Overview cont.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
Year 12	Mental health and emotional wellbeing <ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies 	Readiness for work <ul style="list-style-type: none"> Career opportunities Preparing for the world of work 	Diversity and inclusion <ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination 	Planning for the future <ul style="list-style-type: none"> Exploring future opportunities Post-18 options The impact of financial decisions 	Respectful relationships <ul style="list-style-type: none"> Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships 	Health choices and safety <ul style="list-style-type: none"> Independence and keeping safe Travel First aid The impact of substance use
Year 13	Independence <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood 	Next steps <ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a positive professional identity 	Intimate relationships <ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy 	Financial choices <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices 	Building and maintaining relationships <ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes 	

Appendix 2: Parent form: withdrawal from sex education teaching within RSE at Stover School

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date/Signed	