



Senior School PSHE POLICY (including Relationships Education, Relationships and RSE and Health Education)

Policy Content and Rationale

This policy covers our school's approach to teaching PSHE education and has been written to sit alongside our school ethos. It has been reviewed and updated with some consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn.

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.' (PSHE Association 2017)

'PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives'. (PSHE Association 2017)

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. Westonbirt School is a member of the PSHE Association and uses the Programme of Study Key Stages 1-5 and Scheme of Work Planning Toolkits (Key Stages 1-5) to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in **Section 78 of the Education Act 2002**, and its statutory safeguarding responsibilities, in line with the statutory guidance that schools '*should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum*'.

Our planning has been reviewed and developed accordingly to effectively meet the new Statutory Guidance for RSE, Relationships Education and Health Education requirements. It is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

The core themes are also enriched and enhanced during assemblies, tutorial day, whole school services, events, as well as through a cross-curricular approach.

Policy Availability

Parents and Carers can access the PSHE policy on our school portal and on the School website. A printed format is also available on request.

Relationships Education and Relationships and Sex Education (RSE)

The Relationships Education, RSE, and Health Education regulations 2019 have made Relationships and Sex Education compulsory in all secondary schools. RSE will focus on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sexual activity, and learning about human sexuality and sexual health. The RSE Programme is a partnership between home and school, with Westonbirt teaching aspects across the curriculum including in Science, RPE, and as part of Personal, Social, Health Education (PSHE).

Under the Equalities Act 2010 the School has a wider responsibility to strive to do the best for all pupils. Westonbirt school recognises that pupils will have different abilities and needs based upon their emotional and physical development, sex, sexual orientation, gender identity, ethnic or natural origin, life experiences, faith or culture as well as literacy levels and learning difficulties. RSE is a key part of ensuring we meet our safeguarding obligations to our pupils and the RSE programme at Westonbirt is based on: the Relationship and Sex Education and Health Education 2020 (by DfE), advice from Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk), to ensure it is taught to meet current relevant legislation and pupils needs.

Westonbirt school provides an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building positive, enjoyable, respectful and nonexploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Westonbirt and prepares them for the opportunities, responsibilities and experiences of adult life. In the Senior School the Head of PSHE is responsible for developing

the RSE curriculum and delivering subject content to pupils in Years 7-13. They are supported by a trained members of staff who teaches RSE within PSHE to pupils in Years 7-8.

The RSE content delivered in Key Stages 3-5 builds on that content covered in the Prep School. Key Stage 3/4/5 content fits within the guidelines for the Key Stage 3-4 Science Curriculum and PSHE Association Guidelines. KS5 builds on content covered in Key Stage 3 and 4 and prepares pupils for life after Westonbirt.

Specific issues covered in the Senior School RSE curriculum:

Families	Pupils should 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. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	Pupils should know ● 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, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and Media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another 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 is sent to them. • 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 (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	Pupils should know • 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 (in all contexts, including online).
Intimate and sexual	Pupils should know • how to recognise the characteristics and positive aspects of

relationships, including sexual health	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 or 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 men and women and menopause. ● that there are a 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 to enjoy intimacy without sex. ● the facts about the full range of contraceptive choices, efficacy and options available. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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.
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Parents have the right to withdraw their children from some or all of sex education delivered as part of the RSE programme. Parents wishing to withdraw their child should contact the Headmistress and Head of RSE who will meet with them to discuss their request. The aim of this discussion is to ensure that parental wishes are understood and to clarify the nature and purpose of the curriculum. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils that are withdrawn from the curriculum will receive a purposeful education during the period from which they are withdrawn from PSHE/RSE lessons.

Policy Aims, Objectives and Learning Outcomes

We aim to ensure lessons with clear learning objectives and learning outcomes and note that knowledge is necessary but when the 'crunch moment' comes it is the skills that are essential. Our PSHE programme gives opportunities for numerous activities to appeal to a variety of learning styles (inclusivity) such as group discussion, debate, role play, real-life scenarios, reflection, presentation and effective teamwork.

We use the PSHE Association 10 key principles for effective practice in PSHE education and also effective prevention education.

Our aim is to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

The PSHE programme is underpinned by our responsibility to make a difference and to enable the next generation to grow up bright, balanced, articulate, resilient and prepared for the challenges that the 21st century will bring. We aim to develop children who are well-rounded individuals, thoughtful, sensitive, flexible, creative, and proactive - children who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. If our children are to succeed in the increasingly complex, fluid and rapidly evolving world, they need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education.

Active, transferable

skills-based learning, which engages and challenges children's thinking using real-life and imaginary situations and 'being alive' to what is going on through discovery, application and communication is crucial and we believe will serve them much better in life.

Planning

Through our PSHE education, pupils are given the opportunity to explore their attitudes, values and beliefs as well as developing the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

To support our pupils thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, the following overarching concepts are developed through our planning:

Overarching concepts developed through the Programme of Study - *Source PSHE*
Programme of Study Key Stages 1-5

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online) 3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world 5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes) 9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study- *Source PSHE*
Programme of Study Key Stages 1-5

Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an

and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	awareness of personal boundaries) Leadership skills Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
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<u>Managing risk and decision-making (integral to all of the above) - Source PSHE Programme of Study Key Stages 1-5</u>	
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions	

Timetabling

At Westonbirt School PSHE is delivered as both a discrete subject, with its own allocated curriculum time along with other mapped and opportunistic opportunities as provided via assemblies, contributions to SMSC from other curriculum areas and discrete topic/issue interventions. We provide a spiral programme where prior learning is revisited, reinforced and extended in age-and -stage-appropriate contexts.

Creating a Safe and Supportive Learning Environment.

We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Entitlement and Equality of Opportunity

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to RSE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted. We promote diversity and inclusion and expect our pupils to consider others' needs. We use PSHE education as a way to address diversity issues. All our teaching is sensitive and age-appropriate in approach and we have ensured that when pupils are taught about LGBT this content is fully integrated into the curriculum rather than this existing as a standalone unit or lessons.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored in the context of both.

Teaching and Learning

The awareness of our pupils' PSHE needs permeates every aspect of school life and the skills learnt are fully transferable across the subjects. Their teaching and learning in this area cannot be left to chance and is co-ordinated as an explicit part of our school's whole curriculum. We ensure that our children are encouraged to develop their spiritual, moral, cultural, social, mental and physical development. We strive to prepare our children for the opportunities, responsibilities and experiences of later life. Key areas that challenge children are considered such as physical and mental health, emotional well-being, social and economic well-being and

protection from harm and neglect. We also concentrate on promoting community cohesion at both local, national and international level in charity work and through topics. Above all, we endeavour to provide a thorough 'life skills' programme that allows children to enjoy their lives and make positive contributions to our society.

Principles and Methodology

Where possible, new topics start by determining pupils' prior knowledge. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning. The programme is taught through a range of teaching methods. The curriculum content is delivered in a non-judgemental, factual way that allows pupils to ask questions, whether this be publicly or anonymously.

Reflection and Assessment

We aim to make effective use of a range of assessment techniques to collect evidence of pupil learning and to demonstrate progress in PSHE. "It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning." (PSHE Association). This enables us to demonstrate the impact that our Life skills programme is having for pupils and for whole school outcomes in terms of personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

At the end of each lesson or activity there is a learning check plenary where children can reflect on how much progress they have made from the beginning of the lesson.

- how far the individual child thinks they have travelled
- what has helped them progress
- what else do they need to do to improve

This assessment can be achieved and evidenced through self-assessment, peer assessment or teacher assessment - or a combination of all three using a variety of easily accessed methods where children can write, draw or blog their thoughts and feelings.

Other relevant resources and school policies:

This is accompanied by:

Appendix 1 – Curriculum Plan

Appendix 2 – Schemes of Work

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019

[https://
assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Policies linked:

Safeguarding Policy: https://westonbirt.org/wp-content/uploads/2025/11/WBS_Safeguarding-Policy_2025.pdf

E safety Policy: <https://wishford.co.uk/online-safety-policy/>

SEND: https://westonbirt.org/wp-content/uploads/2025/11/WBS_SEND-Policy_2025.pdf

Visiting Speaker: <https://westonbirt.org/wp-content/uploads/2022/01/Visiting-Speaker-Policy-for-Westonbirt-School.pdf>

Alcohol and Drugs: <https://westonbirt.org/wp-content/uploads/2024/10/Smoking-Alcohol-and-the-misuse-of-Drugs-and-Substances-Policy.pdf>