



RGS Dodderhill

Integrated PSHE (Personal, Social, Health and Economic education) and RSHE (Relationship, Sex and Health Education) policy

Rationale

Children and young people today are navigating a rapidly changing world, both online and offline. They need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. As part of a whole school approach, our combined PSHE/ RSHE programme aims to provide our pupils with a strong foundation to stay safe, build resilience, and thrive academically, personally and socially.

We aim to provide all pupils at RGS Dodderhill with the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as young people and in adulthood. We aim to empower all pupils with the confidence, skills and knowledge to be safe and healthy, to form and maintain good relationships and feel positive about their future.

We aim to ensure every pupil develops in self confidence, social and personal responsibility, spiritual and cultural awareness and self discipline in accordance with the aims of the school. We encourage pupils to accept responsibility for their behaviour and to contribute positively to the local and wider community.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.

Statutory Requirements

RSHE plays a critical role in supporting the personal, social, health and ethical development of all pupils. All schools must comply with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, as updated in July 2025, which replaced earlier DfEE/1996-based SRE policy. All schools are required to offer a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepares such students for the opportunities, responsibilities and experiences of adult life.

The Relationships education, Relationships and Sex Education, and Health education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught relationships education; pupils receiving secondary education must be taught RSHE; and that all primary and secondary pupils must be taught health education. The subjects of relationships education and RSHE must be taught in all maintained schools, academies and independent schools.

The DfE specifies that all schools should make provision for personal, social, health and economic education and that schools must recognise it as an important and necessary part of all student education. Evidence shows that well-delivered PSHE/RSHE programmes have an impact on both academic and non-academic outcomes for pupils. Evidence shows that effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

The Aims of Relationships, Sex and Health Education (RSHE)

As aligned with DfE statutory guidance – July 2025, the guidance identifies three key elements in a balanced RSHE curriculum:

Attitudes and values:

- To explore social, ethical and moral perspectives on relationships, sex and health.
- To value and respect different types of committed, stable relationships, including marriage and other long-term partnerships.
- To foster mutual respect, responsibility, and tolerance for oneself and others.
- To challenge myths, stereotypes and misinformation, especially around gender, sex, consent, and body image.
- To understand and challenge harmful stereotypes and discrimination, including those related to sex, gender, sexuality, race, religion or disability

Personal and social skills:

- To encourage self-awareness.
- To develop the skills needed to form and maintain healthy, respectful relationships in all contexts, including online.
- To build confidence in decision-making, including understanding consequences, resisting pressure, and acting on informed choices.
- To develop effective communication skills, including active listening, empathy, and assertiveness in relationships with peers, family, and trusted adults.

Knowledge and understanding

- To understand the physical, emotional and psychological changes during puberty and adolescence.
- To understand sexual health, reproduction, fertility, and the menstrual cycle (including menopause)
- To know what help is available and how to access it

- To provide opportunities to ask questions and clarify ideas in a safe environment
- To provide age-appropriate, medically accurate, and inclusive information relevant to students' needs and maturity
- To develop understanding of gender identity, sexual orientation, and the diversity of sexual and romantic relationships
- To recognise, express and manage emotions, and understand the importance of mental and emotional wellbeing in relationships.

PSHE/ RSHE education contributes to a schools' statutory duty, outlined in the Education Act 2002 and the Academies Act 2010. This states that schools' must provide a broad and balanced curriculum for their students.

Equality

RGS Dodderhill delivers PSHE/RSHE with regard to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding both PSHE and RSHE:

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular PSHE/RSHE needs at times which we will support. We will ensure that PSHE/RSHE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to PSHE/RSHE. The school will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the school's statutory duty to keep pupils safe and deliver certain elements of the statutory PSHE/RSHE curriculum. Racism and cultural prejudice are not tolerated in our school.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some pupils may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our pupils are likely to meet and work with LGBTQ+ people both now and in the future. Our approach to PSHE/RSHE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

In order to ensure that we fulfill all statutory obligations the school is a member of the PSHE Association.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

We define relationships education as the building blocks of healthy relationships and emotional safety. Learning about the physical, social, emotional, and legal aspects of human relationships, including friendships, family life, and intimate/committed relationships.

We define sex education as the biological and physical aspects of reproduction and sexual health. Learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction, contraception, and sexually transmitted infections.

All parents/ carers are fully informed of the PSHE curriculum for their child at the start of the year in the Curriculum Overview provided by the school. Parents/ carers are notified of the right to withdraw via letter at the start of the academic year. The school policy is available on the school website and updated versions of the policy are sent to parents directly via the school digital post. Parents are invited to complete feedback surveys attached to these messages in order to share their views.

Requests to withdraw must be made in writing to the Head of school. If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept. In secondary only, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

Once a pupil is three terms away from their sixteenth birthday they have a right to choose to receive sex education rather than be withdrawn.

Roles and Responsibilities

The Head of the School is responsible for managing and liaising with the Head of Department and liaison with Governors. They review the school policy and ensure that all statutory requirements are met.

The Head of Department is responsible for writing the school PSHE/RSHE policy, for all schemes of work and ensuring all teaching staff can access schemes of work and teaching materials, for generating assessment grids for subject teacher use, for managing the school PSHE Association membership and ensuring all staff are aware how to access resources, guidance sheets and training.

Subject Teachers are responsible for lesson planning and preparation, assessment, reports according to school policy and ensuring they follow the set scheme of work.

The school governing body is involved with the implementation and review of school policy and informed of the school curriculum through several sub-committees including the Education and Safeguarding committees. Governors are kept updated on developments through visits to school and formal reports.

Curriculum Content

RGS Dodderhill has adopted a whole school approach, from Year 5 to Year 11, to the integrated PSHE/RSHE curriculum with the scheme of work developed from the PSHE Association program of study.

During Key Stage 2, PSHE education offers both explicit and implicit learning opportunities that reflect pupils' primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and Key Stage 1 and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills

During key stage 3, students build on the knowledge, understanding, skills, and attributes they have developed during the primary phase. PSHE education addresses the changes that young people experience, including transition to secondary school, the challenges and opportunities of adolescence and their increasing independence. It teaches knowledge and skills that will equip them for life, both now and in the future. Students learn to manage diverse relationships, their online lives, more independent health choices and the increasing influence of peers and the media.

During key stage 4, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The full Programme of Study can be viewed [Here](#)

The scheme of work for each year group is shared with parents at the start of the academic year through curriculum booklets sent to all parents/ carers.

Delivery of PSHE/RSHE Curriculum

The learning objectives highlighted in the Programme of Study are addressed:

- Through timetabled weekly lessons with age-appropriate, sequenced RSHE programme within Personal Social and Health Education (PSHE). These lessons are delivered by teachers experienced in teaching PSHE/ RSHE
- Within Science as stipulated by the national curriculum
- Through other curriculum areas for example History, English, Religious Studies, Computing etc.
- Through assemblies

- Through visitors to the school, for example Police, Fire Brigade, Health Professionals
- Through pastoral and Learning Development support

All staff in the school can be added to the PSHE Association membership which provides training opportunities and supports their teaching through the production of clear guidance on the delivery of different subject matters.

Parents, carers and stakeholders can request to view full schemes of work through the school office.

Pupils are invited to share their views on the PSHE/RSHE curriculum through questionnaires, the results of which are compiled by the Head of Department. Pupils can also share their views through the student academic committee and school council.

Monitoring and Reporting

Teaching staff monitor pupils progress against the DfE published learning outcomes for the relevant key stage. Teachers use evidence from pupils' verbal and written responses to assess if they have met this objective, are working towards it or are exceeding it.

PSHE/ RSHE is reported on in line with the whole school reporting policy, which includes two written reports over the academic year.

All parents have the option to book an appointment with PSHE/ RSHE Teachers at the relevant parents evening.

Learning Environment

In order for PSHE/RSHE to be conducted safely the following will be in place:

- All pupils are taught by appropriately experienced and skilled teaching staff
- Group agreements or ground rules are negotiated and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way. Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues is essential

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. All teachers delivering PSHE/RSHE have access to a range of resources including all 'quality mark' approved resources available from the PSHE Association. Care will be taken not to use materials that could be 'instructional' e.g. regarding self-harm. Teachers will always assess resources' appropriateness for use, taking into account the individual needs of their teaching group. Parents may request to see any teaching resources by contacting the relevant subject teacher.

Safeguarding

Teachers and other adults involved in PSHE/RSHE education will sometimes hear disclosures that suggest a child may be at risk. All staff are aware of the school's safeguarding procedure and must follow this at all times. All staff have received full safeguarding training as per school policy and received annual KCSIE updates.

In order to support and protect vulnerable or 'at risk' children communication between the Designated Safeguarding Lead, Pastoral Deputy and Head of Department is imperative to ensure pupils receive appropriate teaching. In addition the Head of Department has completed DSL training.

- Teaching and support staff are aware that views around PSHE/RSHE related issues are varied. However, while personal views are respected, all PSHE/RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.
- Both formal and informal questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their experience, skill and discretion in this area and refer to the Head of Department, Designated Safeguarding Lead or Deputy Safeguarding Lead if they are concerned. If a safeguarding concern is highlighted the teacher will follow the school safeguarding procedures.

PSHE/RSHE can contribute to safeguarding by:

- Teaching pupils about healthy relationships and helping them recognise unhealthy relationships
- Ensuring pupils know how to make a disclosure
- Helping pupils recognise inappropriate behaviour towards them or others and to access help
- Raising pupils' awareness of abuse, gender-related and gang violence
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable pupils to tackle and mitigate risks to themselves (or others')
- physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours
- Teaching the knowledge, understanding and skills pupils need to keep safe online

- Broadening pupils' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum
- Helping pupils to support and seek help for themselves or friends in unsafe situations
- Helping pupils to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid

This policy is reviewed and updated annually by the Head of Department and Head of School.

Next review due July 2027