Personal, Social, Health and Economic Education (PSHE) & Relationships, Sex and Health Education (RSHE) Policy

The Grange School

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Personal, Social, Health and Economic Education (PSHE) & Relationships, Sex and Health Education (RSHE) Policy

The Grange School

1. Policy Statement

The Grange School is committed to providing a high-quality Personal, Social, Health and Economic Education (PSHE) programme, including Relationships, Sex and Health Education (RSHE), which promotes pupils' personal development, wellbeing, safeguarding and preparation for life in modern Britain.

Through a carefully planned and progressive curriculum, pupils develop the knowledge, understanding, skills and values they need to stay physically and mentally healthy, build positive and respectful relationships, make informed decisions, recognise and manage risk, contribute positively to their communities, and prepare for adulthood, future study and employment.

PSHE and RSHE are delivered through a whole-school approach encompassing curriculum lessons, Skills for Life, assemblies, pastoral provision, enrichment opportunities, external speakers, student support and wider school experiences.

2. Statutory Framework and Related Documents

This policy is written with regard to the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for implementation from 1 September 2026. The guidance applies to schools in England and requires schools to have regard to the statutory expectations for Relationships Education, RSE and Health Education.

The policy should be read alongside the following school policies and documents:

- Welfare & Safeguarding Policy
- Equality, Diversity and Inclusion / Equal Opportunities Policy
- SMSC Policy
- Anti-Bullying Policy
- Curriculum Policy – Senior School
- Curriculum Policy – Junior School
- EYFS Policy
- PSHE / RSHE Programme of Study
- Skills for Life Programme
- Lectures for Life Programme
- E-Safety / Online Safety Overview
- Behaviour Policy and associated pastoral procedures

3. Statutory Position

- Relationships Education is statutory in primary education.
- Relationships and Sex Education is statutory in secondary education.
- Health Education forms a statutory part of pupils' personal development and wellbeing education.
- PSHE provides the wider curriculum framework through which statutory RSHE content is delivered at The Grange School.
- Teaching is age appropriate, developmentally appropriate, evidence informed and delivered in a way that supports safeguarding and pupil wellbeing.

4. Aims of PSHE and RSHE

The aims of the PSHE and RSHE curriculum are to:

- present information to pupils in an objective, balanced and age-appropriate manner;
- help pupils understand the moral, social and legal implications of behaviour and decision-making;
- enable pupils to make informed, reasoned and responsible decisions in school, at home and in adult life;
- develop self-esteem, self-respect, resilience and a positive self-image;
- develop an understanding of healthy, stable and respectful relationships in different contexts, including online;
- support pupils to understand and manage risk in relationships and wider life;
- provide pupils with appropriate vocabulary for discussing health, wellbeing, relationships and safeguarding issues;
- promote respect for others regardless of protected characteristics, background or belief;
- encourage personal responsibility and positive contribution to school and wider society;
- ensure pupils know where and how to seek support, advice and professional help when needed.

5. Curriculum Principles

The curriculum is planned progressively from EYFS to Sixth Form. It is reviewed regularly to ensure that it remains relevant to the school context and reflects current safeguarding priorities, student voice and statutory requirements.

- Age and stage appropriate: content is matched to pupils' developmental readiness.
- Inclusive: teaching reflects a range of families, communities and experiences.
- Safeguarding-led: pupils are helped to recognise risk, seek support and understand safe boundaries.
- Evidence-informed: materials and external speakers are selected carefully and reviewed by staff.

- Transparent: parents are informed about policy and curriculum content and are consulted during review cycles.
- Whole-school: PSHE and RSHE are reinforced through assemblies, pastoral care, enrichment, student leadership and safeguarding systems.

6. Curriculum Overview by Phase

6.1 EYFS

Personal, Social and Emotional Development (PSED) is a prime area of learning within the EYFS framework and is embedded across all aspects of the curriculum. Pupils are introduced to age-appropriate elements of Relationships and Health Education through planned learning and everyday interactions.

- building secure relationships
- developing emotional literacy
- kindness, respect and turn-taking
- personal boundaries and privacy
- healthy routines
- keeping safe and seeking adult help

6.2 Junior School – KS1 and KS2

At The Grange Junior School, PSHE is recognised as an essential element in a balanced and holistic education. It equips pupils to become personally effective, healthy, confident and responsible members of society.

Junior School PSHE is taught through six units which are revisited and developed each year in an age-appropriate way:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Junior School Relationships Education focuses on friendships, family relationships, relationships with other children and adults, kindness, respect, honesty, permission-seeking, privacy, personal space and boundaries. The principles of positive relationships are also applied online through age-appropriate online safety education.

PSHE is delivered once a week. Pupils also take part in a weekly assembly delivered by a member of SLT which complements the PSHE curriculum. Wider provision includes circle time, peer mentoring / buddy schemes, assemblies, group work, pastoral care including worry boxes or worry monsters, puberty education, Year 5 and Year 6 social media workshops, Religion and Worldviews, enrichment activities, visits and drama workshops.

Form teachers combine academic, administrative and pastoral roles and are central to pupils' personal development. Pupils are encouraged to speak to their Form Teacher whenever they need guidance or support.

Junior School assembly themes are led by the school's six values: Positive, Respectful, Understanding, Truthful, Caring and Forgiving.

6.3 Senior School – KS3 and KS4

In the Senior School, PSHE brings together personal, social and health education, work-related learning, careers, enterprise, citizenship and financial capability. It is delivered through PSHE lessons and Skills for Life sessions.

The Senior School curriculum draws on the PSHE Association Programme of Study alongside statutory requirements for Relationships Education, Relationships and Sex Education and Health Education. It actively promotes fundamental British values and supports pupils' spiritual, moral, social, cultural, mental and physical development.

Current lesson frequency is:

- Years 7 and 8: two one-hour lessons per fortnight.
- Years 9, 10 and 11: one one-hour lesson per fortnight.
- All year groups: one Skills for Life session per fortnight with Form Teachers.

The curriculum supports pupils to address real-life issues, make informed decisions, develop resilience and understand how they can make a positive difference within school, local, national and global communities.

6.4 Skills for Life

Skills for Life is a programme taught once every two-week cycle by Form Teachers. It is integral to the PSHE curriculum and provides structured opportunities for Form Teachers to strengthen relationships, communication and pastoral support within their forms.

The programme develops skills that support pupils throughout life and contribute to personal wellbeing. Content is reviewed and amended to reflect pupil feedback, current affairs, emerging pastoral needs and links with the wider PSHE programme.

- interpersonal skills
- self-awareness
- resilience
- values
- personal effectiveness
- risk management
- community contribution
- study skills, organisation and personal development

6.5 Sixth Form

The Sixth Form PSHE programme is made up of two components: Lectures for Life and the Skills for Life Tutor Programme.

Lectures for Life are delivered fortnightly to Lower Sixth and Upper Sixth students. Topics include self-esteem and resilience, mental health awareness, alcohol, drugs, sexual health, safe driving, eating disorders, healthy relationships including consent, organ donation and HIV awareness.

Students are informed about the content of talks in advance. Relevant Heads of Year attend lectures and follow-up support is available where content raises concerns or prompts disclosures. Any disclosure is managed in accordance with the Welfare & Safeguarding Policy.

The Skills for Life Tutor Programme supports personal development, time-management, effective study habits, post-18 planning, UCAS, apprenticeships, gap years, interview preparation, student finance, CV writing, workplace rights and responsibilities, budgeting, healthy eating on a budget, university life, travel safety and festival safety.

7. Relationships, Sex and Health Education

7.1 Primary Relationships Education

In the Junior School, the main focus is relationships and the characteristics of positive and healthy relationships. Pupils learn about friendships, family relationships and relationships with other children and adults.

Teaching includes:

- families and people who care for us
- caring friendships
- respectful relationships
- online relationships

- being safe
- privacy, permission-seeking and personal boundaries
- personal safety and help-seeking
- health, wellbeing, growth and change

Staff are mindful that pupils' family circumstances vary. Teaching recognises that families may include single-parent families, adoptive families, foster families, kinship families, families headed by grandparents and families with same-sex parents or carers.

7.2 Secondary Relationships and Sex Education

Secondary RSE builds on the foundations of primary Relationships Education. It supports pupils to understand healthy relationships, consent, personal responsibility, risk, online and offline safety, sexual health and the legal and moral dimensions of relationships.

Content includes, at an age and stage appropriate level:

- healthy and unhealthy relationships
- respectful behaviour and communication
- consent and personal boundaries
- coercion, control and manipulation
- sexual harassment and sexual violence
- exploitation, grooming and abuse
- sexual health, contraception and reproductive health
- pregnancy and parenthood
- pornography and its potential impact on attitudes and relationships
- online relationships and digital consent
- misogyny, harmful gender stereotypes and violence against women and girls
- bystander responsibilities and seeking help
- equality, dignity and respect for protected characteristics

External speakers and specialist organisations may contribute where appropriate. Any external input is planned, quality assured and delivered within the school's safeguarding and curriculum framework.

7.3 Health Education

Health Education supports pupils to understand physical health, mental wellbeing and healthy decision-making. Content is progressive and includes:

- mental wellbeing and emotional literacy
- resilience, self-esteem and self-regulation
- physical health, exercise, nutrition and sleep

- puberty and developing bodies
- personal hygiene
- substance misuse and risk-taking
- health services and how to seek support
- change, loss, grief and loneliness
- personal safety in different environments

8. Online Wellbeing and Digital Safety

The curriculum reflects the increased safeguarding significance of online environments and emerging technologies. Pupils are taught to understand and manage online risk, behave respectfully online and recognise how digital content can influence wellbeing, attitudes and relationships.

Teaching includes age-appropriate learning about:

- respectful digital relationships
- privacy, personal data and online consent
- image sharing and the implications of sharing personal content
- misinformation, disinformation and harmful online content
- artificial intelligence and algorithmic influence
- deepfakes and synthetic media
- online exploitation, coercion and sextortion
- toxic online influencers, misogyny and harmful online subcultures
- pornography and unrealistic or harmful representations of relationships
- healthy technology use and online wellbeing
- where to seek help if worried about online content, contact or behaviour

9. Personal Safety

Personal safety is taught as part of the PSHE, RSHE and Health Education curriculum. Pupils are supported to recognise risk, make safe choices and know how to seek help in school, online, in public spaces and in the wider community.

Teaching includes:

- road safety
- rail safety and level crossings
- water safety
- personal safety in public spaces

- recognising unsafe situations
- conflict resolution and de-escalation
- emergency help-seeking
- support services and trusted adults

10. Equality, Diversity and Inclusion

The Grange School is committed to delivering an inclusive curriculum that reflects the diversity of modern society. Teaching will:

- promote respect and dignity for all individuals;
- challenge prejudice, discrimination, bullying and harmful stereotypes;
- reflect a range of family structures and relationships;
- support understanding of the protected characteristics under the Equality Act 2010;
- include age-appropriate teaching about same-sex parents, sexual orientation, sex and gender reassignment within the wider context of respectful relationships and equality;
- ensure that pupils learn to treat others with respect, even where views or experiences differ.

Teaching materials are selected carefully and are reviewed to ensure that they are age appropriate, factual, balanced, inclusive and supportive of safeguarding.

11. Promotion of Fundamental British Values and Citizenship

PSHE, RSHE, Skills for Life and assemblies actively promote fundamental British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Citizenship is embedded within the PSHE and Skills for Life programmes. Pupils develop knowledge of the world around them and the skills needed to contribute constructively at local, national and international levels.

12. Safeguarding, Confidentiality and Disclosures

All PSHE and RSHE teaching is delivered within a safeguarding framework. Staff establish clear ground rules for discussion and encourage pupils to discuss issues generally rather than disclose personal experiences in a classroom setting.

Pupils are made aware that staff cannot offer absolute confidentiality. If information suggests that a pupil may be at risk of harm, the concern will be managed in accordance with the school's Welfare & Safeguarding Policy.

Where appropriate, pupils will be signposted to support from trusted adults, Designated Safeguarding Leads, Student Support, school nursing services, counselling provision or external agencies.

The following principles apply:

- disclosures of sexual or physical abuse will trigger the school's child protection procedures;
- concerns relating to pregnancy, contraception or sexual health will be handled sensitively and with regard to safeguarding, health advice and pupil welfare;
- pupils will be encouraged, where appropriate and safe, to involve parents or carers;
- staff will respond to questions in a factual, age-appropriate and safeguarding-aware manner;
- staff delivering sensitive content will receive appropriate training and support.

13. Student Support

The school provides Student Support which can support pupils on a wide range of personal, social, emotional and wellbeing issues. This includes support from pastoral staff, staff with counselling qualifications, an external counsellor and peer mentoring arrangements. Support pathways are communicated to pupils through PSHE, Skills for Life, assemblies and pastoral systems.

14. Working in Partnership with Parents and Carers

The school recognises that parents and carers are the primary educators of their children and seeks to work in partnership with them. The school will:

- consult parents and carers when developing and reviewing this policy;
- publish the policy on the school website;
- provide information about curriculum content;
- respond to reasonable requests to view teaching materials;
- communicate key curriculum information where sensitive content is being delivered;
- encourage parents and carers to discuss questions or concerns with the school.

In the Junior School, parents will receive information about the PSHE and RSHE curriculum and will be encouraged to discuss any questions with the Head of Junior School or relevant pastoral staff.

15. Right to Request Withdrawal

Parents and carers do not have the right to withdraw their child from Relationships Education, Health Education or content taught as part of the National Curriculum Science curriculum.

Parents and carers may request that their child is withdrawn from some or all of the sex education elements delivered as part of secondary RSE, except for content that forms part of the National Curriculum Science curriculum.

Requests for withdrawal should be made in writing to the Head. The Head, or a senior member of staff acting on the Head's behalf, will meet with parents or carers to discuss the request, explain the purpose and content of the curriculum, consider the pupil's needs and ensure that the implications of withdrawal are understood.

In accordance with statutory guidance, where a pupil is within three terms of their sixteenth birthday and wishes to receive sex education, the school will make arrangements for the pupil to receive this teaching.

Where a pupil is withdrawn, the school will provide appropriate alternative supervision or educational provision during the relevant lessons. If a pupil who has been withdrawn from sex education by parental request asks a member of staff a question relating to sex education, staff should direct the pupil to discuss the matter with their parent(s) or carer(s).

16. Delivery and Use of External Speakers

PSHE and RSHE are delivered by trained staff and, where appropriate, external speakers or specialist organisations. External contributors are used to enhance, not replace, the school's curriculum responsibility. All external input is reviewed for suitability and safeguarding compliance before delivery.

Delivery methods include:

- timetabled PSHE lessons
- Skills for Life sessions
- assemblies
- lectures and workshops
- pastoral programmes
- external speakers
- enrichment activities
- educational visits
- cross-curricular opportunities
- student leadership and peer mentoring

17. Monitoring, Evaluation and Review

The effectiveness of PSHE and RSHE is monitored through:

- curriculum review
- student voice
- staff feedback
- parental feedback
- lesson visits and learning walks
- review of safeguarding and pastoral trends
- external guidance and statutory updates
- governor scrutiny through the Education and Safeguarding Committee

The policy will be reviewed annually by the Deputy Head Pastoral, Head of Junior School and PSHE / RSHE Lead. It will be reviewed by the Education and Safeguarding Committee and formally approved by the Full Board of Governors.

18. Dissemination

This policy will be available to staff through the school's internal systems. Parents and carers will be able to access the policy through the school website or request a copy from the school office.