



Repton's PSHE (Personal, Social, Health and Economic Education) including RSE (Relationships and Sex Education) Policy

Updated: Lent 2024

Updated by: AFP (DH- Inclusion and Wellbeing)

Linked documents: SEND, EAL and AG&T Policy, Careers and Higher Education Policy, Equal Opportunities Policy, Health and Safety Policy, Accessibility Plan, SMSC and PSHE Audit, EDI Audit, Remote Education Guidelines.

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1 Key Staff

Staff Name	Responsibility
Anna Parish	Deputy Head Inclusion and Wellbeing
Ashley Currie	Deputy Head Academic
John Golding	Principal Deputy Head
Tom Naylor	Deputy Head Pastoral
Sally Lees	Deputy Head Safeguarding
Neil Lowther	Director of Safeguarding Compliance
Kate Ananda Rajan / Richard Smith	School Counsellor(s)
Nicola Blunt	Lead School Nurse
Lucy Hoines	Pupil Wellbeing and Mental Health Lead
Pippa Parker	Head of Personalised Learning
Adam Watkinson	School Chaplain
Nick Gardner	Head of Biology

2 PSHE – Policy Context and Rationale

This policy covers Repton School's approach to PSHE (Personal, Social, Health and Economic) education. It also incorporates the school's Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy. It was produced by the Deputy Head Inclusion and Wellbeing.

We are required to teach RSE as part of the revised Department for Education statutory guidance.

Documents that inform the school's PSHE and RSE policy include:

- Education Act (2011)

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance (2020)

Parents and carers will be informed about the policy through yearly communication. The policy is available to parents and carers through the Repton School website.

3 Introduction

- 3.1 Teaching and learning in PHSE is designed to equip our pupils with the knowledge and skills to make informed decisions about their wellbeing, health and relationships. It is also designed to prepare them for a successful adult life.
- 3.2 The School recognises that our pupils are growing up in an increasingly complex world and living their lives in parallel on and off-line. This presents both positive and exciting opportunities, but also potential risks. The School aims to ensure that in this environment our pupils are educated to know how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 3.3 The School works to ensure that all content in the PSHE programme is age-appropriate and taught in a sensitive and inclusive way. In conjunction with our planned curriculum, we ensure that we have the flexibility to adapt in order to meet the needs of our pupils, acknowledging the demands of society and reacting to wider world issues. We also aim to meet the pastoral needs of individual pupil and cohorts.
- 3.4 The School continues to recognise that parents and carers are the prime educators for their children on many of these matters. The School complements and reinforces this role, building on what pupils learn at home as an important part of delivering a good education. In doing so the School also seeks opportunities for parental involvement including regular sharing of the content of the PSHE curriculum with parents.
- 3.5 The School focuses on a number of key areas:
- Respectful and safe relationships
 - Mental Health and Wellbeing
 - Online and media – including staying safe online and fake news
 - Internet safety and harms
 - Risk areas – such as drugs, tobacco (including vaping) and alcohol
 - Understanding of how to stay healthy linked to physical health and fitness
 - Eating healthily
 - Being safe – including consent and FGM

- Knowledge about intimate relationships and sexual health
- Developing resilience and character – belief in pupils that they can achieve their goals, both academic and personal, stick to tasks that will help them to achieve these and recover from knocks and challenging periods in their life
- Development of personal attributes – kindness, integrity, generosity, honesty
- Basic first aid
- Fire safety and safety around the School site

3.6 Many of these core aspects of PHSE are based around the Values and Aims of the School (see Appendix 1) and alongside this Repton seeks to actively promote the fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

3.7 Principles are actively promoted which encourage respect for other people. The School also works to encourage respect for others with regard to protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

3.8 The School aims to provide a safe place in which pupils can learn, understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The school also makes reference to the Prevent Duty Guidance, where we have “due regard to the need to prevent people from being drawn into terrorism”. The School also aims to provide a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.9 The school takes steps to secure a balanced presentation of political and other sensitive issues through the use of this policy and with reference to, but not exclusively, to the following Government and School policies.

Government Publications

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance, Mandatory in Schools from September 2020)

Guidance on PSHCE:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personalsocial-health-and-economic-pshe-education>

Specific guidance on Sex and Relationships: <https://www.gov.uk/government/publications/sex-and-relationship-education>

Guidance on PREVENT:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmentaladvice-v6.pdf

Guidance on Safeguarding:

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/64421/keeping-children-safe-in-education-2023.pdf)

Equality Act and Schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Mental Health and Behaviour in Schools:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

School policies (relating to PSHE and RSE delivery):

- SMSC Policy
- Visiting Speakers Protocol
- Staff and Pupil Acceptable Use of Devices Policy
- Online safety policy
- Anti-bullying Policy
- Repton's Safeguarding Children and Child Protection Policy
- Staff Code of Conduct
- National Minimum Boarding Standards
- Low Level concerns

4 Outcomes

4.1 PHSE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we can help to tackle barriers to learning, raise aspirations, and improve the life chances of our pupils, and equip them to respond, reflect and act positively on the Values and Aims of the School.

4.2 PHSE is delivered at Repton by means of a structured programme comprising:

- timetabled lessons in B Block and A Block (1 period per week)

- House based tutor groups for all year groups (1 tutor lesson per week, following Chapel on Wednesday morning)
- lectures and discussion groups (such as Marriot and Law Society, Temple Society)
- House-based Sex and Relationships sessions led by a PSHE teacher
- aspects of the core curriculum in the Lower School

This is complemented by:

- aspects of the non-core curriculum
- Chapel;
- Future Leaders (L6)
- Wider School Pastoral initiatives e.g. World Mental Health Day and Black History Month
- Use of pupil voice including regular surveys of the pupil body and House forums

This work is underpinned by the vital role played by the Houses who provide ongoing pastoral guidance and pastoral support through the work of Houseparents, Matrons and tutors.

Each House has also developed a Health and Wellbeing board to display key information for pupils.

- 4.3 These elements are delivered using internal expertise of the staff and also outside agencies wherever possible.
- 4.4 PHSE is provided by a variety of means during the five years that a Reptonian is at the School such that there is progression from one year to the next. This Schemes of Work follow a spiral curriculum principle, such that topics areas are revisited as pupils move through the different year groups in the School.
- 4.5 Drug education, sex education, internet safety and alcohol awareness are initially taught by specialists either in the School or by outside speakers. Where appropriate the use of in-school specialist expertise is also incorporated into the programme.
- 4.6 Lower School tutors are assisted in their delivery of PHSE by a teaching programme which is supervised and monitored by the Deputy Head Inclusion and Wellbeing.
- 4.7 Cross-curricular aspects of PHSE are highlighted through the SMCS audit which is conducted on an annual basis by the Deputy Head Inclusion and Wellbeing.
- 4.8 The Deputy Head Inclusion and Wellbeing maintains close contact with both the medical team in the School Health and Wellbeing Centre and the School Doctor in order to use their expertise in the delivery of PHSE. The Health and Wellbeing Centre staff are included in the Pastoral support Group meetings to allow them to inform the Pastoral SMT of the current issues in the school.
- 4.9 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 that teachers and pupils are clear about what can and cannot be kept confidential. All staff delivering PSHE should follow the guidance of the School's Safeguarding Children and Child Protection Policy if a disclosure is made. PSHE teachers will signpost pupils to resources and further sources of support such as the Health and Wellbeing Centre.

5 PSHE Programme

Programme overviews for the PSHE programme in B, A and O Block can be found below.

The School uses National initiatives such as Anti Bullying Week (November) and World Mental Health Day (October), LGBT+ History Month (February) to deliver key messages to the whole School community.

The School will also use key national events – such as General Elections to explore themes such as democracy and participation through the holding of mock elections.

There is a weekly opportunity in tutor time for the pupils to reflect on key events from the previous week with regards to World Events (Wider World Wednesday) so that pupils have the opportunity to reflect on these events in their tutor and House time.

The School recognises that the internet and social media have important characteristics which our pupils should be aware of in order to help them use discriminately.

5.1 B Block (Year 9)

5.1.1 The following topics are covered in tutor groups: life at Repton; time management and organisation; relationships at School and getting to know your tutor group; anti-bullying; role models; study skills; academic aspirations; body image and self-esteem, democracy in action, First Aid, British culture, Prevent, environmental awareness, dental hygiene, Summer safety.

5.1.2 The following topics are covered in timetabled PSHE lessons: managing friendships; anti-bullying; The Equality Act and valuing difference; personal safety including online safety, gangs and knife crime; healthy diet and lifestyle; self-harm; smoking; alcohol and drugs awareness; adolescence and identity; behaviour and decision making; managing conflict with parents and family members; FGM; internet awareness, basis of consent, grooming, healthy and unhealthy relationships.

5.1.3 The pupils also complete a series of iDEA modules with a clear focus on their Internet safety (risk, responsibility and reputation). They are registered and then given time to complete the modules during PSHE lessons.

<https://idea.org.uk/badge/esafety>

In addition the pupils cover the following areas of Digital Literacy as part of the B Block Lecture series: online ownership, online reputation, privacy and security and thinking critically about online content.

5.1.4 Relationships and Sex Education is part of the PSHE programme where our main goal is to ensure that the pupils are aware of the 3 Rs (Respect for yourself, Respect for others and Responsibility for your actions) this is consolidated by a series of talks to the Year 9 year group in the Summer term during tutor periods, which is then followed up in Houses. The topics covered will include an introduction to consent, STI's and media influence on relationships.

5.1.5 Lectures by outside speakers are given on a rotational basis on the following topics and then followed up in tutor groups: Relationships and Sex; Drug Education; Cyber-bullying; Healthy Eating and positive self-esteem (through First Steps Derbyshire:

<https://firststepsed.co.uk/>)

5.2 A Block (Year 10)

- 5.2.1 The following topics are covered in tutor groups: getting to know your tutor group (welcoming new pupils join in Year 10); managing peer relationships; target setting including time management and organisation; financial decision making; valuing difference, careers including building a CV, active citizenship.
- 5.2.2 The following topics are covered in timetabled PSHE lessons: managing stress; Relationships and Sex Education; Mental Health and Wellbeing; abortion; euthanasia; disability and discrimination; divorce; separation and bereavement; British values and extremism.
- 5.2.3 Lectures by outside speakers are given on a rotational basis on the following topics and then followed up in tutor groups: Relationships and Sex; Drug Education; Cyber-bullying; Healthy Eating (through First Steps Derbyshire: <https://firststepsed.co.uk/>)

5.3 O Block (Year 11)

- 5.3.1 The following topics are covered in tutor groups: time management and organisation; planning for the future – employment, personal branding, rights and responsibilities at work; citizenship (political awareness); citizenship (personal finance); cyber-bullying and internet safety; fake news; Emergency first aid skills; being health aware; dealing with exam stress.
- 5.3.2 Lectures by outside speakers are given on a rotational basis the following topics and then followed up in tutor groups: Drugs Education, Gambling and Addiction; Managing stress; Mental Health.
- 5.3.3 In addition, a session is given on relationships and sex education in tutor groups in Houses.

5.4 Lower Sixth (Year 12) and Upper Sixth (Year 13)

- 5.4.1 A programme for Sixth Form PSHE is delivered by tutors in the weekly tutor period slot on a Wednesday morning. These follow the spiral curriculum model and allow for the revisiting of topics covered in Years 9, 10 and 11.
- 5.4.2 These sessions cover a series of key topic areas over the course of the two years of Sixth Form. Key topics covered by the programme include: relationships; sexuality; contraception, STI's, drugs, alcohol and tobacco; dealing with stress; physical health and nutrition; personal safety; celebrating diversity and virtual protection.
- 5.4.3 Lectures by outside speakers are also given on the following topics: Relationships; Alcohol and Drug Education, Sex Education; E-safety; Gap Years; careers; Gambling and Addiction.
- 5.4.4 Seminars – for year 12 and 13 (e.g. Consent, Drug Education, Law, Internet Safety, Fire safety, First Aid).
- 5.4.5 A series of relaxation sessions are offered to the Upper Sixth in the Summer Term to help pupils practically manage stress and anxiety.

6 Review

This policy is reviewed annually by the Deputy Head Inclusion and Wellbeing and the PSHE team.

The School has worked to ensure that the PSHE programme takes account of the statutory guidance for all schools, which became mandatory in 2020. This integrates the teaching of Relationships, Sex and Health Education into the wider PHSE programme.

The programme is open enough to allow sessions to reflect on current events which need to be discussed in their current context.

The Policy is reviewed and agreed by Governors on an annual basis.

Reviewed and updated Lent 2024, AFP

11

REPTON SCHOOL

Repton · Derbyshire · DE65 6FH

Charity number: 1093166 Company number: 04390219

Relationships, Health and Sex Education (RSE)

7 Defining RSE:

- 7.1 RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).
- 7.2 A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives our pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- 7.3 RSE education at Repton School is firmly rooted within the School's PSHE framework.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life
 - provides pupils with the information they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships
 - enables pupils to know what a good relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
 - resisting pressure to have sex (and not applying pressure)
 - developing appropriate intimate relationships
 - includes contraception during intimate relationships
 - teaches what is acceptable and what unacceptable behaviour in relationships. By understanding what a healthy relationship is, pupils can be empowered to identify when relationships are unhealthy. Pupils will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing
 - helps pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed
 - looks at grooming and sexual exploitation
 - addresses physical and emotional damage caused by FGM
 - teaches the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
 - key aspects of the law relating to sex will include:
 - Age of consent
 - What consent is and is not
 - Definitions and recognition of rape, sexual assault and harassment. This will be covered in terms of respectful, healthy relationships and include signposting for help, advice and further information
 - Choices permitted by the law around pregnancy

8 Formulating the RSE policy:

- 8.1 This policy is to be reviewed on an annual basis by the Deputy Head Inclusion and Wellbeing. The policy is reviewed and approved by the Governing Body
- 8.2 In formulating the policy reference has been made to key Government guidance:
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
 - There has also been extensive use made of a number of relevant teaching resources and information websites:
 - <https://www.sexwise.fpa.org.uk/>
 - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent- pshe-education-key>

9 Delivery of RSE:

- 9.1 RSE is delivered through the Tutor programme in B, A and O Block and Sixth Form. In addition, B and A Block pupils receive 1 timetabled PSHE lesson per week. O Block, Lower Sixth and Upper Sixth pupils have a programme of visiting speakers which include whole year talks and some single sex house-based discussion groups.
- 9.2 The School believes that effective Relationships, Sex and Health Education is essential if young people are to make well informed decisions about their lives. The objective of Relationships, Sex and Health Education is to help and support the pupils through their physical, emotional and moral development enabling them to respect themselves and others and also to move with confidence from childhood through adolescence into adulthood.
- 9.3 Relationships, Sex and Health Education at the School will help pupils to develop the skills and understanding they need to lead confident, healthy and independent lives.
- 9.4 Relationships, Sex and Health Education will also promote the spiritual, moral, cultural, mental and physical development of pupils at the school which in turn should prepare them for the opportunities, responsibilities and experiences of adult life.
- 9.5 It is the School's belief that effective Relationships, Sex and Health Education does not encourage early sexual experimentation; instead it teaches pupils to understand human sexuality and to respect themselves and others. It also helps to build up confidence and self-esteem which will enable them to understand the reasons for delaying sexual activity.
- 9.6 The content of the course is delivered in a non-judgemental, factual way and allows scope for the pupils to ask questions in a safe environment
- 9.7 The School makes extensive use of available resources in the delivery of the course content. These resources are assessed for the age and maturity of the pupils.
- 9.8 Every effort is made to ensure that the resources are engaging and relevant, as per resources below created by Public Health England

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/resources>

<https://www.pshe-association.org.uk/>

<https://www.fpa.org.uk/relationships-and-sex-education>

10 Key elements of Relationship, Sex and Health Education

10.1 Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of the decision making

10.2 Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- managing conflict
- learning how to recognise and avoid exploitation and abuse

10.3 Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services, STIs
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy

11 The year group provision of Relationships, Sex and Health Education at Repton School:

11.1 In addition to the provision outlined below, The Health and Wellbeing Centre provides medical advice and counselling to individual pupils on various matters pertaining to Relationships, Sex and Health Education and sexual health.

11.2 The School Counsellors and the medical staff in the Health and Wellbeing centre are also available to give advice to individual pupils and the pupils all know that the Chaplain is available for help and advice on any subject. Details on how to contact the above are posted on House notice boards.

11.3 Provision by year group:

11.3.1 B Block (Year 9)

A series of talks are provided in tutor time to remind pupils about the importance of lasting relationships and the 3 Rs (Respect for yourself, Respect for others and Responsibility for your actions).

An external speaker, will also speak to the pupils about healthy relationships.

11.3.2 A Block (Year 10)

Sex and Relationships Education is to be delivered by a PHSE teacher within the classroom setting.

Content

- How to recognize the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively 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 pressuring others
- That they have a choice to delay sex 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 different sexually transmitted infections (STI's), 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 contact 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

11.3.3 Lower Sixth (Year 12) and Upper Sixth (Year 13)

A programme for Sixth Form PSHE is delivered by tutors in the weekly tutor period slot on a Wednesday morning. These follow the spiral curriculum model and allow for the revisiting of topics covered in Years 9, 10 and 11.

These sessions cover a series of key topic areas over the course of the two years of Sixth Form. Key topics covered by the programme include: relationships; pressure and expectation; honour based violence; sexuality; contraception; parenthood; STIs.

House based discussion groups led by PSHE Teacher, on various aspects of Relationships, Sex and Health Education including STIs. These often take the form of question and answer sessions enabling pupils to ask for information and advice that they may be reluctant to ask of parents or members of school teaching staff.

12 Accessibility of content for all pupils, including those with SEND

12.1 The School recognises that RSE must be accessible for all pupils and thus aims to provide high quality teaching that is differentiated and personalised.

13 Requirements on Schools in Law: Equality

13.1 The School is mindful of the guidance provided in the Equality Act, 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

13.2 The School works to ensure the fostering of healthy and respectful peer-to-peer communication and behaviour between boys and girls. It also provides an environment which challenges perceived limits on pupils based on any protected characteristics.

13.3 As part of the delivery of RSE the School works to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

13.4 Teaching is delivered in a sensitive and age-appropriate way in relation to approach and content.

13.5 LGBT content is delivered as integrated content into the programme of study.

13.6 The School recognises that there should be opportunities given to explore the features of stable and healthy same-sex relationships.

14 Monitoring and evaluation of RSE

14.1 There is a termly student evaluation of the B and A Block PSHE programme.

14.2 There is ongoing review of the programme. This includes incorporating suggestions made by the Health and Wellbeing Centre.

14.3 The department meets to discuss progress with the Schemes of Work.

14.4 It is important for pupils to have the opportunities to reflect on their learning, especially when that learning relates directly to that individual's identity – their personal qualities, attitudes, skills, achievements and influences. Assessment increases pupils' motivation and improves learning as their increases awareness of their own development illustrates the value of their learning. Assessment allows the leadership team, parents, Governors and School Inspectors to see the impact PSHE education is having for pupils and for whole school outcomes.

14.5 PSHE education covers issues in areas of life which children and young people will be affected by in different ways and at different times. To assess learning and progress effectively, it is important we carry out a baseline assessment prior to any new topic. Assessment for Learning will be built into lessons and at the end of a piece of learning, progress will be measured from each individual's starting point. We will use this to evidence progress and inform future teaching.

15 Staff training and delivery of content

- 15.1 It is the school's policy that no member of staff will be required to teach Sex and Relationships education unless s/he is willing to do so.
- 15.2 Training will be provided within the school for all members of staff who are involved in RSE as required.
- 15.3 The content of the course is delivered in a non-judgemental, factual way and allows scope for the pupils to ask questions in a safe environment. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')
- Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. If a question arises and a teacher feels it would be inappropriate to answer, the child will be encouraged to ask their parents or guardian at home or house parent in the boarding House.
- 15.4 Basic lesson / Resources Sheets for all topics are created by members of the department and shared as appropriate. Through regular departmental meetings we promote collaboration.
- 15.5 Advice from DDSCB and PSHE Association is regularly and appropriately used. We maintain an active membership with the PSHE Association and seek advice.
- <https://www.pshe-association.org.uk/>
- 15.6 Close links are maintained with the School Doctors, The School Nurses at the Health and Wellbeing Centre and the School Counsellors.
- 15.7 Expertise is also drawn from close links with our outside speakers who return regularly to the School.

16 Child Protection

- 16.1 Staff involved in RSE will be reminded of the contents of the School's Safeguarding Children and Child Protection Policy especially regarding the correct procedures if a pupil discloses anything that could be considered as child abuse in any form.
- 16.2 They will also be reminded of the necessity to contact the school's Designated Senior Lead (Deputy Head Safeguarding) if any allegations or disclosures of abuse are made. PSHE staff will also be reminded of the importance of the low-level concerns policy.

17 Parental Consultation

- 17.1 As a school community, we are committed to working in partnership with parents on the ongoing development of the RSE Policy. There will be opportunities for review of the policy following Parents Meetings when examples of content and resources used will be shared with the parent body.
- 17.2 The policy is available on the School website and the Deputy Head Inclusion and Wellbeing has invited parents to comment on the content of the RSE policy as part of our parental engagement.

18 Parental consent and right to withdraw

- 18.1 Although parents will be strongly advised to allow their children to participate in the RSE sessions, the school recognises that Legislation states parents have the right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in our science curriculum, if they so wish. Parents should formally request withdrawal from HM/Deputy Head Pastoral in writing. A meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent / carer request to withdraw the child from the topics. We will document this process to ensure a record is kept.
- 18.2 If a child is excused it is the school's responsibility to ensure that a pupil receives appropriate, purposeful education during the period of withdrawal.
- 18.3 Advice and information regarding the content of the courses will be available from the Deputy Head Inclusion and Wellbeing.
- 18.4 Notice of when these topic areas are to be delivered will be communicated to parents in a timely manner, prior to teaching. This is to inform parents and guardians and to enable them to support their child with this important aspect of their education. Due to the statutory nature of the subject, there is no right of withdrawal from Health and Relationships education, this includes the physical and emotional changes in puberty.
- 18.5 There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

19 Review

- 19.1 This policy is reviewed annually by the Deputy Head Pastoral Inclusion and Wellbeing
- 19.2 The school ensures that the PSHE programme takes account of the Statutory Guidance for all schools, which became mandatory in 2020.
- 19.3 The programme is open and flexible to allow sessions to reflect on current events which need to be discussed in context
- 19.4 The Governing Body reviews and approves the Policy on an annual basis.

Reviewed and updated; Lent 2024 (AFP)

Appendix 1: Repton Values and Aims

Repton Values and Aims

Repton School aims to provide the highest standard of teaching and learning, pastoral care and broad co-curricular and extra-curricular experience, in an inspiring setting. We aim to encourage our pupils to use their minds well, to understand their societal responsibilities, to make wise judgements; to be able to discriminate between right and wrong, good and better. We also work to help our pupils develop their self-esteem, self-confidence and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives.

A Repton education is about pride in performance and about understanding that the decisions our pupils make are important determinants of their own success and wellbeing. We want each pupil to achieve their personal best and be able to approach all opportunities and challenges with confidence and resilience. We know that participation, in whatever arena, fosters wellbeing and that physical activity is important for growing children. Above all, we value the transferable skills our pupils gain from a broad curriculum: teamwork, dedication, resilience, leadership and a sense of achievement – both collectively and individually. This means our pupils are taught how to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others.

We believe that no education is complete without a spiritual element to it, teaching children to appreciate beauty, to be creative and to value others. Emphasis is placed on our pupils developing their spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other.

With these elements in place, Repton School aims to work in partnership with parents to produce grounded young people with a global outlook. It is important that our pupils leave Repton showing respect for and valuing diversity within society. We also work to foster in them the ability to show respect for and appreciation of their own and other cultures, at the same time as demonstrating sensitivity and tolerance to those from different backgrounds and traditions.

Values of the School

Wholeness
Truth
Excellence
Respect

School Aims

We aim to produce young people who are:

- Globally aware and internationally-minded

- Intellectually curious, culturally informed and spiritually alive
- Happy, resilient, robust, self-motivated and confident
- Socially conscious, politically informed and environmentally aware
- Technologically fluent
- Committed to excellence in all that they do

Appendix 2: Whole School Awareness Days and Initiatives

Awareness Days and Pastoral Initiatives

All of these events and activities can be seen through extensive use of @ReptonSchoolLife twitter account.

Date	Area of Focus	Details of events and activities	Point of Delivery / Target audience
Ongoing	Health and Wellbeing Resources	<ul style="list-style-type: none"> * Health and Wellbeing boards have been created in all the Houses *These boards are used to provide information on areas such as Vaping and Mental Health *This leads to further opportunities for discuss further with matrons in Houses *The boards are updated on a regular basis to freshen the resources 	Health and Wellbeing Centre/ Deputy Head Wellbeing and Inclusion to help provide resources Issued onto Health and Wellbeing boards in Houses
Ongoing	Publication of Wellbeing Matters	<ul style="list-style-type: none"> *Wellbeing Matters includes tips on key areas of pupil Wellbeing *Publications so far have covered: <ul style="list-style-type: none"> -Strategies for maintaining good mental health -Sleep -Stress and Anxiety -Vaping -Summer safety 	House Teams E-mailed to all pupils Tutor period
Ongoing Reminders issued	Fundamental British Values Safeguarding Online Safety	<ul style="list-style-type: none"> *Resources provided by Deputy Head Inclusion and Wellbeing *MS Forms used for checking understanding / issues arising 	Whole School, through tutors
September (Exeat weekend)	Macmillan coffee morning	<ul style="list-style-type: none"> *Pop-up café in 400 Hall *Opportunity to support the work of Macmillan and raise awareness about this important issue *Bake-off encouraged between the Houses 	Whole School, through Houses
October	World Mental Health Day	<ul style="list-style-type: none"> *Pupils encouraged to wear yellow as part of the World Mental Health Day initiative https://youngminds.org.uk/get-involved/how-to-fundraise/helloyellow/ *School prefects take lead on initiatives *JCR open to Sixth Form pupils as an extra evening of opening 	Significant input from the Health and Wellbeing Centre Whole School

		*Pop-up café at breaktime with advice offered by Health and Wellbeing Centre	
October	Black History Month	*School prefects / EDI champions take lead on initiatives *Tutor period focus	Whole School Tutor focus
November	Whole School Act of Remembrance	*Whole School community involved – pupils, academic staff and support staff *2 minute silence observed by Whole School in the Garth at 11am with the sounding of the Last Post *Promotion of fundamental British values	Whole School Whole-School Chapel address
November	Anti-bullying Week https://www.anti-bullyingalliance.org.uk/anti-bullying-week	*Information provided by Deputy Head Inclusion and Wellbeing for delivery in tutor periods *Initiatives in Houses (girls Houses adopted the use of House angels) *Purple discs on Kindersley gates as an visual installation including quotes reflecting on Ant- bullying and key words *Pop-up café at break-time	Whole School Tutor focus Whole-School Chapel address
November	Thanksgiving	*Marked with themed meals in the Houses	House based
December	Overseas boarders: Christmas drinks and nibbles	*An opportunity for our overseas pupils to learn more about British culture and traditions around Christmas	Hosted at the Hall
January	Holocaust Memorial Day	*B Block Enrichment Day *Includes reflections from a range of different departments – ERS, English, History, Art	B Block Enrichment Day Whole School Chapel address
January	Lunar New Year	*Marked with themed meals in the Houses *Also a through School event – allowing for the celebration to be shared across the Schools	House based
February	LGBT+ History Month	*Resources provided by Repton Pride Society working with Deputy Head Inclusion and Wellbeing *Ongoing initiatives over the course of the month	Tutor period Daily notices

February	Maslenitsa	*Through School event – allowing for the celebration to be shared across the Schools	Invited pupils
March	International Women’s Day	*Resources provided by Deputy Head Inclusion and Wellbeing in tutor period	Tutor period
As appropriate	Mock Election campaign and vote Promoting fundamental British value of Democracy	*Pupils stand for election as candidates from the different UK Political parties *Husting event takes place in a central venue *Whole School election vote on through (ballot boxes in Houses *Election breakfast held as the results come through in Sports Centre café (open to all students) *Extensive use of @ReptonSchoolLife twitter account	Houses Whole School hustings events

Appendix 3: External Speakers used to supplement the PSHE programme

Name of provider	Topic	Further information
Russell Robinson	Teenagers and the Law	Russell Robinson Law Talks – School talks on Criminal Law (russell-robinson-law-talks.co.uk)
Isla Van Tricht	Pornography and Consent	TALKS School Speaker Isla van Tricht
Fiona Spargo-Mabbs	Drugs and Risks around Drugs	
It Happens	*Fun, freedom and festivals	It Happens Education (RSHE for Schools) Healthy Relationships & Positive Sex Ed
Karl Hopwood	Pre-recorded talk on social media – fake news	esafety Ltd – Home
South-West Grid for learning	Internet safety	SWGfL – Safety & Security Online
Patrick Foster	Gambling and Addiction	patrick@epicriskmanagement.com
James Shone	I can and I am – resilience	Motivational Speaker James Shone I Can and I Am
Odd Balls Foundation	Self-examination	Raising Awareness of Testicular Cancer – oddballsfoundation (theoddballsfoundation.com)
Childnet	Internet safety	Childnet - online safety video resources Internet Matters
Simon Leigh	Drugs and Addiction	School Drug & Addiction Talks Simon Leigh MSc Addiction Counsellor (addictiontherapy.org.uk)
Charlie Waller Memorial Trust	Mental Health	Charlie Waller Trust, mental health charity
First Steps Derbyshire	Self-esteem	Home - First Steps ED
Alicia Drummond	Relationships	About - Teen Tips
Keith Sudbury	Stem Cell and Organ donation	

Brandon Hunt	Relationships, Mental Health and Cyberbullying	https://www.brandonhuntofficial.com/
YMCA Derbyshire	Poverty and Homelessness Opportunity for Changing Lives	https://www.ymca.org.uk/location/ymca-derbyshire

Appendix 4: RSE Spiral Curriculum – Audit Provision 2023-2024

Point of delivery	
Delivered in PSHE Lessons	
Delivered in Tutor Periods	
Delivered in Biology	
Delivered in extra-curricular activities	
Delivered through pastoral initiatives	

Relationships						
Theme:	Students should know	B	A	O	L6	U6
Families	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.					
Theme:	Students should know	B	A	O	L6	U6
Respectful relationships,	The characteristics of positive and healthy friendships (in all contexts, including online)					

including friendships <i>(Supporting material provided through Anti-Bullying Week)</i>	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 relationship.					
	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.					
Theme: Online and media	Students should know	B	A	O	L6	U6
<i>(Supporting material provided through Safer Internet Day)</i>	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.					
Theme: Being safe	Students should know	B	A	O	L6	U6
	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).					
Theme: Intimate and sexual relationships, including sexual health	Students should know	B	A	O	L6	U6
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.			KAR on tour		
	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.					

Physical Health and Mental Wellbeing

Theme:	Students should know	B	A	O	L6	U6
Mental Wellbeing <i>(Supporting material provided through World Mental Health)</i>	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.					
	That happiness is linked to being connected to others.					
	How to recognise the early signs of mental wellbeing concerns.					

<i>Day/ ongoing publication of Wellbeing Matters)</i>	Common types of mental ill health (e.g. anxiety and depression).					
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.					
Theme: Internet safety and harms	Students should know	B	A	O	L6	U6
	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online					
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.					
Theme: Physical health and fitness	Students should know	B	A	O	L6	U6
	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.					
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.					
	About the science relating to blood, organ and stem cell donation.					
Theme: Healthy eating	Students should know	B	A	O	L6	U6
	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.					
Theme:	Students should know	B	A	O	L6	U6

Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.					
	The law relating to the supply and possession of illegal substances.					
	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.					
	The physical and psychological consequences of addiction, including alcohol dependency.					
	Awareness of the dangers of drugs which are prescribed but still present serious health risks.					
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.					
	Theme: Health and prevention	Students should know	B	A	O	L6
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.						
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.						
(Late secondary) the benefits of regular self-examination and screening.					Odd Balls	
The facts and science relating to immunisation and vaccination.						
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.						
Theme: Basic first aid	Students should know	B	A	O	L6	U6
Basic treatment for common injuries.			CCF			
Life-saving skills, including how to administer CPR			CCF			
The purpose of defibrillators and when one might be needed.			CCF			

Theme:	Students should know	B	A	O	L6	U6
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing.					
	The main changes which take place in males and females, and the implications for emotional and physical health.					