



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

PSHEE & RSE Policy (Life and Wellbeing Programme) (Including the promotion of Fundamental British Values)

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
01.09.25	Annual review	Deputy Head Pastoral	Headmaster & E&S Committee	14.01.26	01.09.26

Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 details that Relationships and Sex Education is compulsory in all secondary schools from September 2020. The guidance can be found at:

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

This policy will be updated annually by the Head of Pupil Programmes in consultation with parents. It is approved by the Governing Body.

PSHEE (including relationships, sex and health education) will be mainly delivered through our timetabled 'Life and Well-being' programme from Year 7 to 11 and during sixth form tutor periods. Some topics will also be delivered during form time, during assemblies and during 'drop down' days.

In Stafford Preparatory School PSHEE (including relationships education) is taught through half-termly timetabled lessons, and is complemented in other subjects across the curriculum. Topics will also be delivered in form time, assemblies and through whole school initiatives.

Introduction

This policy covers Stafford Grammar School and Stafford Preparatory School's approach to the personal, social and emotional development of our students and also their health and economic education. It will be reviewed regularly in response to any new legislation and also to ensure that we are meeting the changing needs of our students. We believe that PSHEE and RSE are an important part of every pupil's education. It also takes full account of the school's legal obligations and the latest DfE guidance on 'Relationships and Sex Education (RSE)'.

Overall Aims and Objectives

Stafford Grammar School's Mission Statement is "to create a community of happy, confident and caring individuals". In order to achieve this, the overarching aims and objectives for our pupils are:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies that they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

We want our pupils to develop confidence and responsibility, whilst making the best of their abilities. Our PSHEE and RSE provision aims to prepare them to take an active role as a citizen who makes a positive contribution to society and develop their own personal identities along with important interpersonal skills. Our provision also aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: Health and Wellbeing, Relationships and Living in the wider world (including economic wellbeing and aspects of careers education).

In Stafford Preparatory School we focus on teaching the fundamental building blocks and characteristics of positive relationships. Opportunities are created to enable pupils to be taught about positive and mental wellbeing, including how friendships can support this aspect of personal development. From Early Years and Foundation Stage (EYFS) through to Year 6, we aim to support pupils in knowing how to stay safe and healthy, and how to live their lives in a positive way. Pupils are taught how to treat each other with kindness, consideration and respect. We want pupils to develop personal attributes in line with our school values, including the practise of resilience and integrity to best prepare them for Key Stage 3 and beyond.

At Key Stage 3 we want pupils to build on the skills, attitudes, values, knowledge and understanding that they have acquired and developed in primary school. PSHEE and RSE acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHEE and RSE allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4 we aim to extend their skills and further develop all of the topics covered in Key Stage 3 whilst supporting them as they move towards becoming an independent adult, taking on greater responsibility for themselves and others. PSHE and RSE reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Creating a Safe and Supportive Learning Environment

PSHEE and RSE work within pupils' real life experiences, and so it is essential for us to establish a safe learning environment for them. In Stafford Preparatory School, at the start of the academic year, each year group discusses how they can create a learning environment where all children can feel safe and thrive. At the

start of Year 7-11, pupils work as a group to form a 'Group Agreement' in order to maintain a safe, positive working environment. Teachers are regularly reminded that they cannot and should not promise total confidentiality to pupils and that they should make the boundaries clear to pupils in the teacher's notes that are provided by our current scheme of work. The school has a clear safeguarding/child protection policy and all teachers are aware of who they should pass their concerns on to if any issues arise. Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team. Where it is clear that pupils need support they can access this via our pastoral system, several members of our staff who have received training in counselling and our school nurses who can also advise/refer pupils to appropriate external agencies.

Equality and Diversity

We aim to promote the needs and interests of all pupils. Pupils are taught in mixed-sex groups. Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with Special Education Needs and will be adjusted to enable all students to access the learning.

PSHEE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

We promote social learning and respect through our work on communities. We will use Life and Wellbeing lessons to encourage pupils to challenge prejudice and discrimination. At all times, pupils are encouraged to have respect for other people, especially those protected characteristics set out in the 2010 Equality Act: age, disability, gender reassignment, marriage and civil partnership, maternity and pregnancy, race, religion and belief, sex and sexual orientation. All

teaching and presentations by speakers are required to be presented in an impartial manner.

Promotion of Fundamental British Values

Our programme aims to promote the fundamental British Values of

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect for those with different faiths and beliefs and for those without faith.

In order to assess and regularly review the way in which Stafford Grammar School and Stafford Preparatory School meets the requirements of SMSC and the active promotion of fundamental British values, we run a live SMSC audit to monitor provision across all areas of the school.

Roles and Responsibilities

Cheryl Martin has responsibility for PSHEE provision in the Preparatory School. Lisa Griffiths (DSL and Head of Pupil Programmes) has responsibility for PSHEE provision in Years 7 to 11. Colin Anderson (Head of Sixth Form) has responsibility for the Sixth Form. We are very fortunate to have a team of teachers working with us who are enthusiastic and interested in promoting PSHEE and RSE to our pupils.

Monitoring and Evaluating

The PSHEE Department is reviewed on an annual basis as is the case with other departments within the school. The review consists of lesson visits, lesson observations and a scrutiny of pupil work by the Head of Pupil Programmes and the SLT. The Head of Pupil Programmes is also appraised on an annual basis. The Head of the Prep reviews the delivery of PSHE through learning walks and work scrutiny.

Assessment of pupils' progress and outcomes

Assessment takes place to make sure that all pupils make progress in achieving expected educational outcomes. Pupils' knowledge and understanding is assessed through classroom discussion and formative assessment activities. Teachers collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

Pupils need to feel that they can express their opinions and ask questions without fear of failure and they need to be aware that these opinions will not be judged on a right or wrong basis. All pupils have exercise books in which they keep their work and teachers assess their learning. Each lesson from the scheme that we use in these year groups suggests ways in which teachers can assess the learning in an appropriate way for that lesson.

Pupil and teacher feedback is captured and influential in adapting and amending the material for PSHEE and RSE to ensure it is up to date and relevant to pupils' needs. It also informs of the value of specific guest speakers and external agency input.

Parents & Carers

- Parents and Carers were consulted on the development of this Policy. Parents were written to by the Head of PSHEE informing them of how to access the policy and requesting feedback to ensure that the policy meets the needs of pupils and parents and reflects our community.
- This policy is updated and reviewed annually and parents are consulted annually to gain feedback.
- Parents are informed annually that upon request they can review examples of the resources that are planned which can be reassuring for parents and may also enable them to continue conversations started in class at home.
- This policy is freely accessible on the school website by parents.

- Parents are also able to contact any member of staff, but most specifically a member of our Pastoral team or our nurses directly if they have any concerns about their children. For Stafford Preparatory School, parents and carers should contact the class teacher first.

Relationships and Sex Education

Relationships and Sex Education is delivered as part of the PSHEE programme of study mainly during Life and Wellbeing lessons. However, at times, pupils may be taken off timetable to participate in workshops or presentations from outside agencies.

In Stafford Preparatory School, Relationships Education is delivered specifically in PSHE lessons but is further supported across the curriculum.

Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

The aim of RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.

Parents' right to withdraw their child

- Parents will not be able to withdraw their child from relationships or health education.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE only, but parents do not have the right to request that their child is withdrawn from sex education as part of the science curriculum.
- Before granting requests to withdraw the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the RSE curriculum.
- Once discussions have taken place, except in exceptional circumstances, the school should respect the parents' wishes to withdraw the child, up to and until three terms before the child turns 16. After that point if the child wishes to receive sex education, the school will make arrangements to provide the child with sex education during one of those terms.
- If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful alternative PSHE education during the period of withdrawal.
- The School will keep a record of all such decisions.

Inclusion

Stafford Grammar School seeks to ensure that children with special educational needs are properly included in relationships and sex education. Relationship and sex education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Stafford Grammar School and Stafford Preparatory School comply with relevant requirements of the Equality Act 2010.

Under the provisions of the Equality Act, Stafford Grammar School and Stafford Preparatory School must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Stafford Grammar School and Stafford

Preparatory School will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Young people may have varying needs regarding RSE depending on their circumstances and background. Stafford Grammar School believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the School's approach to RSE will take account of:

- Sexism and stereotyping: We will be proactive in combating sexism and sexist bullying and actively challenge gender stereotypes.
- Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBTQIA+ students. We shall also actively tackle homophobic bullying.
- Special educational needs or disabilities: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and sex education.

- We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development.

A whole school approach to RSE

A whole school approach will be adapted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

- The Senior Leadership Team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.
- The Head of Pupil Programmes will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- All teaching staff are involved in the school's RSE provision. All staff are aware of the school's inclusive approach towards RSE. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the School's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. They can also refer pupils to the School Nurses if they or the pupils need extra or specialist support.
- Non-teaching staff play an important, informal pastoral support role with students. They will have access to this policy and information about the RSE programme.

- Governors have overall responsibility for School policies. They will be consulted about the RSE provision and policy.
- The school nurses play a key role in supporting the teacher in RSE both in terms of advice, delivering lessons, provision of pastoral support for students and resources. The school will work in on-going consultation and partnership with the school nurses.
- Outside agencies and speakers: The school may access input from support agencies and outside speakers when appropriate and will work in partnership with them to jointly plan their work within the school. The school may also contact outside agencies as points of referral to access support services for students. The school will also promote relevant helping agencies that students can access.
- Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

Under 16s' entitlement to confidential health advice and treatment

The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the safeguarding procedures and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure. When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

Organisation

Classes:

- All pupils are taught in their mixed ability teaching groups.
- In the Sixth Form pupils are taught in mixed ability groups during a weekly Form Period.

Teaching:

- All year groups in Stafford Preparatory School are taught PSHEE in blocks of sessions, alternating with Forest School.
- All year groups in Stafford Grammar School, except the Sixth Form, have one lesson of Life and Wellbeing per fortnight which lasts one hour and fifteen minutes.
- Years 7-11 classes have a teacher who is timetabled to teach all of their lessons for the whole of the academic year. We also aim to have up to one day per year where pupils are taken off timetable to work with external specialists on relevant issues e.g. drugs and alcohol, internet safety, relationships, etc.
- Years 12 and 13 have one session a week which is delivered by the sixth form tutor team and various outside speakers.
- All year groups also take part in school events, House events, extra-curricular activities, educational visits, pastoral care and guidance, the assembly programme (both whole school and House), the School Council and teaching and learning in other subject areas. In addition all year groups will receive careers guidance, work experience and assistance in planning for their future studies where relevant. We aim to monitor this provision through our SMSC audit document which has been shared with all members of the teaching staff and they are regularly encouraged to update this information.
- All year groups also benefit from the delivery of some PSHEE topics during some form time and assemblies, e.g. Safer Internet Day, Anti-bullying week, Mental Health awareness week.

- The RSE aspect of the course is delivered by the School Nurses and the class teacher. The school nurses take responsibility for the topics of sex and puberty and the class teacher focuses more on the relationships aspects.

Curriculum Provision

PSHEE is delivered following the PSHEE Association Programme of Study with the Core Themes:

- Health and Wellbeing
- Relationships.
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work.

In EYFS to Year 6, we deliver a programme of study developed by SCARF Relationships Education. In Years 7 to 11, we use resources and schemes of work developed by a range of agencies. All resources have been endorsed by the PSHE Association and are rigorously scrutinised and adapted where necessary so that they are most appropriate for our context. Agencies utilised include the Equality and Human Rights Commission, Unifrog and Young Citizens. We aim to be flexible and update our resources as new information becomes available. The published resources have been chosen because they develop skills and understanding progressively across the key stages. Each teacher is given a set of Teacher's Notes to help them to plan their lessons. A variety of teaching approaches are used as appropriate including:

- Individual opportunity for reflection
- Pair and group work.
- Starter activities that assess prior knowledge.
- Building on current experience so that where appropriate students are encouraged to share their prior experiences.
- Mind-mapping.
- Role play
- Interactive quizzes.
- Case study work.

- Use of relevant video clips.
- Outside speaker sessions.
- Internet research

Links with Other Policies

We recognise the link between PSHEE and the following policies and staff can refer to these policies when appropriate.

- Statement of ethos and Aims.
- Safeguarding and Child Protection
- Anti-bullying.
- Equal Opportunities
- Careers Education
- Work experience.