



PSHE & Relationships and Sex Education Policy

January 2024

PSHE Policy 2023-24

Section 1: Objectives

Bilton Grange aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Bilton Grange takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups, supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that enable all pupils to reach their potential and take their place as full, active members of society with the abilities to be able to contribute to it and benefit from it.

Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. The department strives to ensure that pupils learn to distinguish right from wrong and provide opportunities through which they may develop an understanding of the need for a strong, moral and code and set of values both in society, and personally.

Overall, the PSHE curriculum at Bilton Grange supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

Key elements of the updated DfE guidance on SMSC provision for pupils in independent schools are incorporated into the PSHE and Humanities curriculums. In addition to these subjects, the development of the whole person, spiritually, socially, morally and culturally, is firmly centred in the ethos of the school. Other curriculum subjects, assemblies, Form Tutor periods, Insight programme and Chapel Services all support the teaching and learning of key SMSC components.

Section 2: Key Aims

- 1) To nurture each individual's talents and to encourage pupils to recognise each other's strengths.
- 2) To create a caring community that fosters sensitivity, tolerance and understanding of others and enables pupils to becoming positive contributors to their community.
- 3) To build confidence and self-esteem through understanding how relationships and systems work.

- 4) To instill in each child, the importance of our core values: treat others as you would want to be treated, be inclusive, understand that it's ok to be different, be sure that your fun is everyone's fun, allow yourself and all others to make the best of a BG education, do your best in all that you do.
- 5) To give children an understanding of the wider world (age appropriate) and the issues of morality, social and political matters that society faces.
- 6) To take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism and discrimination of all forms.
- 7) To foster skills that encourage emotional resilience and to support pupils' mental health and wellbeing.

Section 3: Ethos

- Teaching Methodology – Our philosophy is to provide a curriculum that is adapted to suit the learning styles of individuals whether their preferred learning style be audio, visual or kinaesthetic. Much of the PSHE curriculum is based on discussion and practical activities where teachers listen and guide rather than lead.
- Differentiation – Pupils are taught PSHE in mixed ability groups. Differentiation is based on task and outcome and specific learning needs are taken into consideration, in consultation with the Head of Learning Development and PSHE Lead.
- Equal Opportunities – All pupils have equal access to the curriculum and their different learning styles are accommodated wherever possible. (See Section 8).
- Continuity – All pupils follow the Pre-Prep and then Prep School PSHE curriculum which provides continuity of learning from Reception to Year 8. Some topics are revisited at different levels and in more depth as pupils progress through the school.

Section 4: Content and Curriculum

Our PSHE curriculum follows the guidelines for PSHE, RSE and SMSC. The focus is on developing the following skills:

Early Years (The Nest and Reception):

1. Developing self-awareness
2. Managing feelings
3. Understanding and respecting similarities and differences
4. Relationships and developing social skills
5. Developing understanding of rights and responsibilities
6. Developing self - confidence
7. Motivation and resilience
8. Developing an understanding of a healthy, safe lifestyle.
9. Changes and names of body parts

Key Stage 1 (Pre-Prep):

1. Developing self-awareness.
2. Understanding rights and responsibilities
3. Understanding choices and consequences
4. Developing self-confidence
5. Understanding and respecting similarities and differences
6. Managing feelings.
7. Motivation and resilience
8. Developing an understanding of a healthy, safe lifestyle.
9. Relationships and developing social skills.
10. Changes and names of body parts, including names of private parts of the body
11. Personal safety

Key Stage 1 (Juniors):


- 1) Self-awareness.
- 2) Managing feelings.
- 3) Motivation.
- 4) Empathy.
- 5) Social Skills.

Key Stage 2 & 3:

- 1) Developing confidence and responsibility
- 2) Developing personal abilities
- 3) Preparing to play an active role as citizens
- 4) Developing a healthy, safer lifestyle
- 5) Developing good social relationships
- 6) Respecting differences between people

The curriculum map, Medium Term Plans and schemes of work are regularly reviewed and updated.

From Nursery – Year 8 the curriculum is informed by the approved Jigsaw Scheme of Work.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Below are listed the learning themes of each of the six units and these are taught across the school; the learning deepens and broadens every year. 

Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me

The language of the Protective Behaviours (PB) programme is also used, both in PSHE lessons and in wider school life, throughout the year, particularly when discussing relationships, personal space, rights and responsibilities and consent.

“The first theme ‘We all have the right to feel safe all the time’ incorporates the concepts of ‘Rights and Responsibilities’, ‘Safety’ and ‘Early Warning Signs’. The second theme ‘There is nothing so awful, or too small, we can’t talk about it with someone’ develops the concept of personal ‘Networks’ of support. A more recent version of the second theme ‘We can talk with someone about anything, even if it feels awful or small’ is a simpler sentence and suggests a positive ‘We can talk’ message about networking, consistent with the PB process.

The seven ‘Strategies’ of Protective Behaviours are intended to enable us to take necessary action to feel safe again. They are designed to reinforce the two themes of Protective Behaviours, use one-step-removed approaches in our search for solutions, review our personal networks to ensure they are reliable, use persistence in taking necessary action to feel safe again, risk on purpose as needed, protectively interrupt in unsafe or potentially unsafe situations and observe the language of safety for ourselves and with others.

The Language of Safety, the seventh strategy in the PB process, has been described as the glue that holds the PB process together. It encourages us to be mindful of the ‘Quality’ of the language we use, ensuring that we have ‘Shared Meaning’, taking ‘Ownership’ of our language and maintaining ‘Clarity’ in our verbal and non-verbal communication...

...In this way the PB process can increase our self-confidence and empower us to enhance our own thinking and problem-solving skills. In turn this can increase our ability to take protective action on our own behalf, and seek the support of others when needed, to help us feel safe again. When we are feeling safe, we are more likely to feel confident, strong and empowered, engage in adventures and live life to the full within a framework of safety.”

(Simon Sneath, www.protectivebehaviours.org)

In all year groups, through the ‘Celebrating Difference’ module of the Jigsaw course and the whole school awareness weeks for LGBTQ+ and Black History, respect for others is encouraged. Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) are directly addressed in an age appropriate manner throughout year groups and, in the event of a protected characteristic becoming an issue, further education is instigated through targeted Form Time discussions assemblies and, in some cases, individual interventions.

The full PSHE Curriculum Overview can be viewed in Appendix 1.

Additional PSHE based talks and workshops are occasionally also used to address specific topics, based on need.

Section 5: Organisation and Management

Staffing

Head of Department – Francesca Goodwin

PSHE lessons are delivered by the Head of PSHE, Francesca Goodwin, in Years 5-8, assisted by Patricia Howes in Years 5 and 6. In Year 4 PSHEE is delivered by Form Tutors, monitored by the PSHE lead.

Teaching Schedule

- Venues: Classrooms
- All classrooms have IWBs.
- Staff are encouraged to share good practice and additional resources.
- In the Prep, pupils receive one dedicated PSHE lesson a week and in the Pre-Prep two. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- In addition to timetabled lessons, the PSHE curriculum is also consolidated and complemented by the Insight programme and Form Period activities, led by the Head of Wellbeing. The ethos behind SMSC and PSHE is encompassed throughout the curriculum and, when specific topics are incorporated within other subjects, ideally SMSC standards should be highlighted on subject plans & referenced in the schemes of work.
- To enrich the school's approach to PSHE and to broaden the curriculum, events and opportunities such as participating in national drives, for example 'Children's Mental Health Week', 'Black History Month' and 'LGBTQ+ Week', are organised. This raises awareness and complements the school's commitment to promoting good mental health and respecting differences between people.
- The school offers targeted support to families and children through the school counsellor.
- In each curriculum area, consideration is given to the school's own context to ensure that learning experiences are meaningful and relevant. Learning experiences themselves are also varied and opportunities for learning outside the classroom are also valued, considered and specifically planned for. For example, children are provided with opportunities to take pride in and ownership of the school grounds, making use of the organic garden and outdoor classroom.
- Through the involvement of visitors with specialist skills and backgrounds and the careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.
- The moral values that underpin the PSHE programme are reflected in the school's rewards and sanctions policy, peer mentoring and student positions of responsibility.

Section 6: Administration, Recording and Reporting

- Oral feedback is immediate, constructive and positive.
- All staff evaluate and review lessons.
- The PSHE Lead is responsible for supporting staff to assess pupil's progress; conducting an annual review and requesting feedback from staff and pupils; recommending targets for whole school development; providing new resources when and where necessary, and monitoring pupil PSHE books.
- Feedback meetings and planning development are held on a termly basis with Mireille Everton (Assistant Head Pastoral) and Katie Gedye (Head of Pre-Prep).
- A 'Teen World' committee of the Assistant Head Pastoral, Head of Wellbeing, Head of ICT, Head of Teaching and Learning and Head of PSHE is held every half term to discuss and plan for how PSHE is reflected and embedded throughout the school's pastoral and academic provision.
- There is no statutory requirement for end of key stage assessment in PSHE/RSE; however, end of topic quizzes reflect pupil progress and inform written reports and subject grades. Parents are also invited for consultation opportunities with the Head of PSHE once a term.
- The Assistant Head Pastoral is responsible for monitoring any non-academic issues of each pupil that may link to PSHE or RSE. In the Pre-Prep, this is the responsibility of the Assistant Head Pre-Prep. Any issues of concern are shared with the appropriate staff where necessary or relevant.

In addition, the Head of PSHE maintains records relating to pupil levels of engagement and development. This can be helpful to flag pupils who may require further support.

- The PSHE Lead and Assistant Head Academic conduct regular lesson observations to ensure consistency in the implementation of policy and programmes across year groups.

Section 7: Health and Safety

The wellbeing of pupils and staff is paramount, and health and safety considerations follow the whole school policy and SMSC recommendations.

Section 8: Equal Opportunities

The DfE Guidance 2019 (p.15) states:

“Schools should ensure that the needs of all pupils are appropriately met.”

All children will be given equal value irrespective of ethnicity, gender, religious and cultural background and special educational needs (SEN). At Bilton Grange, each student is given access to a full range of activities. Teachers are aware of children’s prior understanding and attainment and lessons and resources are adapted where necessary to meet all children’s needs, ensure accessibility, challenge and inclusion for all.

At Bilton Grange we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of the Relationships, Health and Sex Education aspects of PSHE.

Section 9: Inclusion

We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs of all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

Section 10: Review

The PSHE policy document is a working document that is regularly reviewed and updated in line with the School Development Plan.

Relationships and Sex Education Policy 2023-24

PSHE Department Bilton Grange Prep School

Section 1: Terms

Sex and Relationships Education is:

“Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DfE)

Relationships Education is:

“Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.” (DfE)

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools.

From September 2020, all primary schools were required to have Relationships and Health education in place and all secondary schools were required to have Relationships and Sex Education and Health Education in place.

Section 2: Purpose

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” The Department for Education [1]

A major evidence review, ‘Evaluating the Impact of PSHE on Students’ Health, Wellbeing and Academic Attainment’ by Pro Bono Economics in 2017 [2] found ‘very strong evidence’ that learning in PSHE has a significant positive effect on academic attainment as well as benefits to physical health, mental health and behaviour.

The review showed that PSHE allows pupils to excel by removing barriers to learning and by developing skills and attributes - such as confidence and positive risk-taking - which support their progress.

Young people's desire to receive high quality PSHE education was made clear by the UK Youth Parliament, who made 'a curriculum for life' – including comprehensive, statutory PSHE – their priority campaign in England in 2014 and again in 2017, stating, "The need for education and discussion of issues such as pornography, body image and online grooming and abuse is greater now than it was a decade ago... By making PSHE education a statutory entitlement, with an expectation that schools will incorporate local issues of key importance to their pupils, we believe that schools would both re-prioritise PSHE education and retain the flexibility they need to meet pupils' needs". [3]

Evidence from the reports highlighted above shows that:

- PSHE-type anti-bullying interventions have a positive impact on the academic achievements of pupils.
- PSHE-type interventions contribute to pupils' increased physical activity and fitness levels, improved fruit and vegetable consumption and decreased smoking.
- Classroom-based PSHE-type sex education programmes (e.g. targeting increased knowledge around contraception) have a positive impact on behavioural outcomes and, in turn, can also improve academic attainment as a result of a decline in unwanted/unplanned pregnancy rates.
- Classroom-based PSHE-type behaviour programmes (e.g. targeting reduced negative behaviour and promoting pro-social behaviour) have a positive impact on behavioural outcomes and, in turn, academic attainment.

Children learn about sex and relationships from the very youngest age, even if we don't talk about it with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' relationships and lives become everyone's business, we have a duty to talk to our children to help them make sense of it all – both factually and emotionally.

Effective RSE does not encourage early sexual experimentation - it enables young people to develop a mature approach to understanding the reasons for delaying sexual activity until they are ready, and to build up their confidence and self-esteem to counter peer and media, including social media, pressure. It allows them to understand the language of consent and how to keep themselves and others safe.

The importance of this has been highlighted in the evidence from posts by prep-aged children on the 'Everyone's Invited' website. There is a growing spotlight on the provision for teaching consent in schools in a mindful manner and this context informs much of the emphasis on mutual respect, empathy and seeking and giving consent in the Upper School curriculum.

The age at which different topics are covered are in line with the programme builders of the PSHE Association and the Jigsaw course. Decisions are taken by the PSHE Lead, in consultation with the Assistant Head Pastoral; Head of Wellbeing, and Heads of Phase, considering the feedback from the pastoral team regarding child development and the changes and difficulties that the children in our care undergo; pupil wellbeing questionnaires, and the information, media and news that the children are exposed to.

Section 3: DfE Statutory Guidance

For primary schools, the statutory guidance sets out the following topics under Relationships Education: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

The following topics fall under Health Education: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

For secondary schools, the statutory guidance sets out the following topics under Relationships and Sex Education: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

The following topics fall under Health Education at secondary school: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

For the full guidance please see here:

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

Section 4: Right to Withdraw

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. All objectives covered in the PSHE and RSE curriculum can be found in Appendix 1.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any *statutory sex education* that forms part of the National Curriculum for Science.

However, parents have the legal right to request that their child be withdrawn from some or all *non-statutory sex education*, other than that which is part of the National Curriculum for Science.

Please see Section 6 for the statutory sex education Science curriculum and Section 7 for the RSE curriculum.

If a request is made, it is best practice for the Headmaster to discuss it with the parents. Schools should respect the parents' request 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 rather than be withdrawn, the school should provide the child with sex education during one of those terms.

See Appendix 2 for the full DfE guidance on 'withdrawal from lessons.'

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that Bilton Grange Prep's RSE programme will complement their role and support them in the education of their child regarding

sex and relationships. We aim to build a positive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice, allowing reasonable response time to raise concerns
- Answer any questions that parents may have about RSE for their child, including a Q&A session with the PSHE Lead and Assistant Head Pastoral
- Provide opportunities to view Medium Term Plans and resources used in the RSE programme
- Take seriously any issues or concerns that parents raise
- Keep parents informed of changes in government guidance, the school RSE policy and RSE curriculum

Please note that, although all parental views are listened to, they do not amount to a power of veto over curriculum content.

Section 5: Aims and Objectives

There are three main elements to the Bilton Grange RSE programme:

- Gaining accurate knowledge and understanding of sex and relationships topics
- Developing positive attitudes and values for ourselves and to each other
- Extending personal and social skills

Bilton Grange has a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate – this will include a respect for individual starting points and any cultural or religious observances.

The objectives of Relationships and Sex Education are:

To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.

- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- To highlight the importance of stable relationships, marriage and family life in all its forms.
- To know and understand accurate information about their bodies
- To be able to use the correct anatomical vocabulary confidently and without embarrassment.
- To understand they have rights over their own bodies and to know who to speak to if they have any concerns for example, about inappropriate relationships or personal concerns about their body.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief etc.

- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- To understand they have a responsibility to report any concerns about their peers and safeguarding.

Section 6: Legal Requirements

Bilton Grange's RSE policy is informed by DfE guidance for:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance
- Keeping Children Safe in Education - statutory guidance
- Respectful School Communities: Self Review and Signposting Tool - a tool to support a whole school approach that promotes respect and discipline
- Behaviour and Discipline in Schools - advice for schools, including advice for appropriate behaviour between pupils
- Equality Act 2010 and Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years - statutory guidance
- Alternative Provision - statutory guidance
- Mental Health and Behaviour in Schools - advice for schools
- Preventing and Tackling Bullying - advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools - advice for schools
- The Equality and Human Rights Commission Advice and Guidance - provides advice on avoiding discrimination in a variety of educational contexts
- Promoting Fundamental British Values as part of SMSC in schools- guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development
- National Citizen Service - guidance for schools

Bilton Grange has statutory duty to teach the following as part of the National Curriculum Science Syllabus:

Year 6

2. Humans and other animals	
Pupils should be taught:	Candidates should know:
a. about the main stages of the human life cycle	how to compare different types of mammals, looking at the gestation periods of, for example, a mouse and an elephant; about changes in the length and mass of a baby as it grows; features of life cycles which are common to all animals
b. about the physical and emotional changes which take place during adolescence	about the principal changes which occur at adolescence

Year 8

4. Reproduction in animals	
Preliminary knowledge: reproduction is a process in all living organisms; the main stages of the human life cycle	
Pupils should be taught:	Candidates should know:
a. reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones), gametes, fertilisation	<p>the terms <i>gamete</i> and <i>zygote</i>; the relative sizes and numbers of eggs and sperm and their roles; that fertilisation in humans occurs when the head of a sperm (a male cell) enters the ovum (a female cell) and the nuclei fuse together, bringing together through the genes some of the characteristics of both parents</p> <p>about the structure and functions of the human reproductive system and how sperm and egg are brought together; the menstrual cycle in outline only</p> <p><i>hormonal control will not be examined</i></p>

Parents do not have the right to withdraw their child from these aspects of the Science curriculum.

Section 7: RSE Curriculum

Early Years

Children reflect on family relationships, different family groups and friendships. They think about changes to their bodies that have taken place since they were babies. They name main body parts,

recognising that these will change as they grow older. Children think about how to keep their bodies healthy.

- Changes from being a baby and what may change in the future.
- Naming some main body parts and knowing how these have changed, understanding that our bodies change in different ways as we get older.
- Positive and negative feelings linked to change & that sharing these can help.
- Key relationships in their lives - family and friendships.
- Working with others, being kind & gentle hands.
- How to stay healthy.
- Food, knowing that some foods are healthier than others.
- Sleep
- Hand washing
- Managing feelings

Key Stage 1

Children reflect on family relationships, different family groups and friendship.

Children think about life cycles and changes to their bodies that have taken place since they were a baby. Children learn the correct words for private parts of the body and begin to have a greater understanding of personal safety.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

Children think about how to keep their bodies healthy.

Specific RSE lessons and workshops (including Health Education) in Years 1,2 and 3 cover the following themes:

Year 1

- Life cycles e.g. that of a frog compared to human life cycle.
- Simple changes from baby to adult.
- Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva.)
- Knowing that nobody has the right to hurt these parts of the body. (including NSPCC [underwear rule](#))
- Change & feelings linked to this.
- Strategies for managing feelings & knowing how to access help if they are worried about change, or if someone is hurting them.
- Relationships including Network Hands (Protective Behaviours)
- Self – awareness including Early Warning Signs (Protective Behaviours)
- Touch- knowing that touch can be used in kind and unkind ways.
- Healthy and less healthy choices and feelings associated.
- Hygiene & knowing that germs can make you unwell.

Year 2

- Life cycles in nature, including that of humans.
- Changes that occur from baby to old age. (Not including puberty.)
- Correct words for private parts of the body (vagina, anus, penis, testicles, vulva.)
- Inappropriate touch and assertiveness. (including NSPCC [underwear rule](#))
- Strategies for managing feelings and emotions.
- Where to get help if worried or frightened.
- Change and emotions that occur with change.
- Relationships including Network Hands (Protective Behaviours)
- Self – awareness including Early Warning Signs (Protective Behaviours)
- Healthy food and making healthy choices.
- Two types of secrets, knowing that worry secrets should always be shared with a trusted adult.

Key Stage 2

Children continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

They develop skills needed to form relationships and to respect other people’s emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Specific RSE lessons and workshops (including Health Education) in Years 3, 4, 5 and 6 cover the following themes:

Year 3

- About babies including parenting & that it is usually the female that carries the baby in nature.
- Introduction to puberty.
- Outside body changes in males and females (including NSPCC [underwear rule](#))
- Learning that puberty is a process for getting their bodies ready to make a baby when grown-up.
- Inside body changes. (Learning that females have eggs (ova) in their ovaries, and these are released monthly. If unfertilised by a male’s sperm, it passes out of the body as a period.)
- Feelings about puberty & growing up.
- Exercise and how it helps your body to stay healthy.
- Learning about their heart & lungs.
- Facts about calories, fat & sugar and how the amount they consume can affect their health.
- Relationships including Network Hands (Protective Behaviours)
- Self-awareness including Early Warning Signs (Protective Behaviours)

Year 4

- What makes each human and animal unique and inherited characteristics from parents (awareness that all families look different)
- The differences between female and male body parts (including NSPCC [underwear rule](#))
- A basic introduction to human reproduction and that a baby grows from a fertilised egg (awareness that all families look different, and that marriage is not the only context of a stable, happy family)
- Feelings about growing up
- An introduction to puberty, including menstruation

- Relationship webs (identifying special people who give support)
- Healthy friendships
- Coping with loss
- Relationships with animals
- Celebrating inner strength
- Hygiene and dental health
- Sleep
- Managing anxiety
- Mental health and keeping well

Year 5

- Further detail about physical and emotional changes at puberty for both girls and boys, why they happen and how to manage them
- Personal identity (including an understanding of gender vs sexual orientation in the context of respecting all different identities)
- Different types of relationships (including that all families will look different but that those differences should be respected)
- Review of conception
- Considerations for starting a family
- Girlfriend and boyfriends and resisting pressure
- Relationships and technology and keeping safe online
- Smoking and informed decision making
- Alcohol and its effects on relationships
- Body image and media influence
- Relationships with food (including eating disorders)
- Emergency aid
- Making healthy lifestyle choices
- Hygiene and dental health
- Sleep
- Mental health and keeping well

Year 6

- Puberty
- Conception, Pregnancy and Birth (These lessons explain how babies are made within the context of a stable, loving relationship, which may look different in different families. This will also include the concept of IVF. The children will learn how a baby develops in the womb and how a baby is born.)
- Characteristics of a healthy relationship
- Safe and unsafe behaviours: how to ask for, give and not give permission for physical contact
- That unwanted contact is not the victim's fault
- How to respond to unwanted or unacceptable physical contact
- Keeping safe online and sharing images
- Further work on coping with loss
- Taking responsibility of making healthy choices with food
- Alcohol and drugs
- Mental health and managing stress
- Hygiene and dental health
- Sleep

Key Stage 3

The RSE Programme will cover age-appropriate aspects of gender identity, sexual preferences, personal hygiene, puberty, menstruation, pregnancy and birth, appropriate and inappropriate relationships, 'sexting' and online issues such as grooming and inappropriate images sent by phone.

In both year groups, references are continually made to what constitutes healthy and unhealthy relationships, reinforcing the understanding that this applies to all forms of relationships from friends and family, peers and colleagues, as well as 'romantic' relationships. A range of teaching methods are used which include use of video, discussion, and looking at case studies. The focus will be on the teaching of emotional elements of RSE, including the importance of self-respect and how to avoid peer pressure.

Resources from Jigsaw, which are viewable by parents upon request.

RSE is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant such as personal hygiene talks for girls and boys.

Questions regarding topics covered can be directed to the PSHE Lead.

Specific RSHE lessons and workshops in Years 7 and 8 cover the following themes:

Year 7

- Self-Image
 - Adolescent Brain Development and Mood Changes
 - Supporting Self and Others through Change
 - Developing relationships and understanding responses
 - Authenticity and media influence on relationships
 - Expectations in relationships
 - Qualities and behaviours relating to different types of positive relationships
 - How to recognise unhealthy relationships
 - Being assertive in relationships
 - Consent and how to seek and assertively communicate consent
 - Recognising and responding to inappropriate and unwanted contact
 - Changing roles in families
 - Emotional health
 - Managing stress
 - Nutrition
-
- Physical activity and sleep
 - Personal hygiene talks in separate gender groups (see Year 6 'girl/boy talks' for considerations)

Year 8

The Year 8 course focusses more specifically on relationships education, emotional and physical wellbeing and mental health support. Topics are covered such as consent, identifying abusive relationships and exploitation, peer pressure in relation to sexting & personal images.

FGM and forced marriage are covered in a specific workshop led by the PSHE Lead and Head of Upper School. Resources are sourced from the PSHE Association recommended www.freedomcharity.org.uk

Lessons in Year 8 lessons also provide opportunities for pupils to ask the questions they want to know the answers to – issues they may have seen in the media (such as those that led to the ‘Me Too’ movement etc.) The lessons provide a safe and respectful environment in which to address RSE issues that pupils may be confused by.

- Self-Perception
- Body image and advertising
- Personal space
- Types of relationship and qualities of a positive, healthy relationship ((including different types of committed relationships i.e. cohabiting, same sex and the legal status of different types of long-term relationships)
- Positive behaviours in relationships, including the negative impact of pornography
- Friendship roles and groups
- Consent (consent and the law, the language of consent, duty of the seeker, recognising and reporting unwanted contact, sexting, alcohol and consent)
- Control and coercion
- Contraception
- Managing influences on beliefs and decisions
- Gender identity and sexual orientation and different ways of expressing affection
- Challenging gender discrimination
- Challenging LGBTQ+ bullying, homophobia, biphobia, transphobia
- Personal hygiene talks in separate gender groups (see Year 6 ‘girl/boy talks’ for considerations)
- Substance misuse and exploitation
- Social media and online safety
- Managing online stress
- Emotional management
- Physical and mental wellbeing
- FGM and forced marriage
- First aid

Section 8: Resources

Resources throughout all year group teaching:

Jigsaw and Protective Behaviours are used from Nursery to Years 4-8.

Further specific and appropriate resources and advice are also sought from the PSHE Association as a means of ensuring the suitability and approval of teaching material.

Continual teaching development is undertaken by the PSHE Lead, who is responsible for delivering whole staff training in new course content and policy developments. All subject teachers are encouraged to broaden subject knowledge in, for example, mental health support.

The school will inform parents when aspects of the RSE programme are taught and is happy to provide opportunities for parents to discuss the content of the lessons.

See Section 4 for information about the statutory provision of RSE in schools. If a parent requests that their child be removed from non-science syllabus ‘sex education’, the school may provide support by

offering some material which covers the main areas of the lessons for parents to use with their child if they wish.

Section 9: Language

In all key stages it is imperative that the correct vocabulary is used from the outset.

There are many reasons why it is important that pupils learn and practise using the 'correct', language for genitals. It ensures that they will be able to understand later learning in RSE, including changes at puberty, menstruation, conception, contraception and STIs, and that they can discuss these without causing offence or embarrassment.

It also builds their confidence to be able to talk to a professional about medical issues.

Furthermore, from a child protection point of view, knowledge of the 'right words' can be very important in clarifying situations in cases of suspected abuse.

To introduce this to a class we would use wording such as:

"It is important we use words that are understood by everyone and that won't offend people. Some people may still use slang terms at times but knowing the right terminology and feeling comfortable about using it makes it easier to talk to a doctor or nurse about a medical issue involving sexual body parts. Imagine how embarrassing it would be to have to say you had a rash on your X or a sore Y (words perhaps used at home). Using the right language makes it easier for you and for the person you are talking to".

Section 10: LGBTQ+ and Relationships and Health Education

LGBTQ + topics are covered to ensure all children feel included. There are many different family types in British society, and we want to ensure that no child feels that their family is less accepted.

Children may already be aware that some people are LGBTQ+ and have questions or misunderstandings or be using words such as 'gay' to insult others. We want children to have an accurate but age-appropriate understanding of what these mean and to know that using any word as an insult is hurtful and unkind.

We teach children to accept differences and foster good relationships with others. LGBTQ+ is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. We teach children to respect and celebrate differences.

The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others.

We have a safeguarding duty towards children to protect them from bullying, including homophobia, biphobia and transphobia and the inappropriate use of words like 'gay' to insult and upset others.

Section 11: Good Practice

- The PSHE Lead will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that are felt necessary and appropriate.
- The PSHE Lead will routinely discuss issues with subject staff, Heads of Phase, Head of Wellbeing, and Assistant Head Pastoral.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children. Staff are made aware of PSHEE topics each half term and are invited to ask questions and give feedback. Pupils are able to give feedback through wellbeing questionnaires.
- Topic information in the RSE Programme will be available to parents on request.
- The children will be taught in both single and mixed gender groups as appropriate.
- Every child – including those with ‘protected characteristics’ (race, cross gender issues, religious or cultural restrictions) is entitled to receive RSE.
- It is Bilton Grange’s intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school’s RSE Policy is subject to annual review.

Section 12: Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult

questions. Guidance is provided for subject teachers by the PSHE Lead regarding creating a safe and inclusive classroom environment and how to approach sensitive issues.

Children are encouraged in all lessons to use an anonymous question box (‘Ask It Basket’) to clarify any concerns or queries that they may have.

Teachers will endeavour to answer questions as honestly as possible. Questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 (or KS3 for Y7 & 8 pupils) objectives, *will* be answered but not necessarily in the classroom at the time of questioning. In such instances, referrals may be made to the PSHE Lead and DSL.

If questions are asked by children outside the RSE Programme, the designated teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time. Where deemed necessary, that teacher may contact PSHE Lead and DSL.

Section 13: Use of Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's responsibility to plan the curriculum and lessons.”

Relationships & Sex Education Guidance DfE 0116/2000 P29 6.11

When appropriate, workshop providers may be involved in the delivery of RSE. These are employed in consultation with the PSHE lead at Rugby School and checked for adherence to Department of Education statutory guidance.

Visitors delivering educational workshops are DBS checked and signed in / ID checked at Reception on arrival. Visitors are accompanied by a member of Bilton Grange staff at all times.

Section 14: Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these

children, for them to have full access to the RSE content. Differentiation is conducted in consultation with the Head of Learning Development and PSHE Lead.

Section 15: Child Protection / Confidentiality

Teachers are made aware that effective RSE, which brings an understanding of what is and

is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher / DSL in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Section 16: Monitoring and Evaluation

Monitoring is the responsibility of the PSHE Lead. The effectiveness

of the RSE programme will be evaluated by assessing children's learning and implementing

change if required.

Section 16: Links with Other Policies

This policy is linked with the following policies:

- Child Protection
- Behaviour
- Promoting Fundamental British Values
- Prevent Policy

- PSHE
- Mental Health

This policy document will be available to parents on the school website or by requesting a paper copy from the Head of Department.

This update: September 2023

Francesca Goodwin

PSHE & RSE Lead, Head of Wellbeing and Learning4Life

Approved by the Risk Compliance and Safeguarding Committee.

Signed:

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	

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2. Pro bono economics (2017) Literature Review Evaluating the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment, Available at: [PSHE Review \(probonoeconomics.com\)](https://probonoeconomics.com/literature-review/)
3. PSHE Association (2017) A curriculum for life, Available at: [A curriculum for life: the case for statutory PSHE education \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/a-curriculum-for-life/)

Appendix 1

Bilton Grange Preparatory School

PSHE Curriculum Overview

PSHEE Bilton Grange Pre Prep 2023-24						
Year Group	Advent Term		Lent Term		Summer Term	
The Nest	<p><u>Protective Behaviours</u> <u>Being Me in My World.</u></p> <p>Understanding how it feels to belong, similarities & differences from their friends.</p> <p>Understanding how feeling happy and sad can be expressed.</p> <p>Working together and considering other people's feelings.</p> <p>Being kind & using gentle hands.</p> <p>Children's rights to learn & play.</p> <p>Being responsible.</p>	<p><u>Celebrating Differences</u></p> <p>Knowing how it feels to be proud of something they are good at.</p> <p>Understanding that we are all special and unique and that everyone is good at different things.</p> <p>Knowing that all families and homes are different. Making new friendships & how to stand up for themselves.</p>	<p><u>Dreams and Goals</u></p> <p>Challenges and facing up to them, not giving up & trying until they have achieved their goal.</p> <p>Thoughts about jobs they might like to have when they are older.</p> <p>Achieving goals & feelings linked to this.</p>	<p><u>Healthy Me</u></p> <p>Learning about their bodies & the names of some key parts.</p> <p>How to stay healthy.</p> <p>Discussions about food, knowing that some foods are healthier than others.</p> <p>Discussions about sleep and what they can do to help themselves get to sleep.</p> <p>Hand washing,</p> <p>'Stranger danger' & what they should do if approached by someone they don't know.</p>	<p><u>Relationships</u></p> <p>Key relationships in their lives.</p> <p>Families & different roles within a family.</p> <p>Friendships and knowing what makes a good friend.</p> <p>Simple strategies to mend friendships.</p> <p>Practise Jigsaw's Calm Me & how they can use this when feeling upset or angry.</p>	<p><u>Changing Me</u></p> <p>Thinking about changes from being a baby and what may change in the future.</p> <p>Knowing the names and functions of some of the main body parts and how these have changed. Learning that our bodies change in different ways as we get older.</p> <p>Positive and negative feelings linked to change & that sharing these can help.</p> <p>Considering the role that memories can have in managing change.</p> <p>Upper Nest - Preparations for Reception including move up day.</p>

<p>Reception</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Being Me in My World.</u></p> <p>Understanding how it feels to belong, similarities & differences from their friends.</p> <p>Understanding how feeling happy and sad can be expressed.</p> <p>Working together and considering other people's feelings.</p> <p>Being kind & using gentle hands.</p> <p>Children's rights to learn & play.</p> <p>Being responsible.</p>	<p><u>Celebrating Differences</u></p> <p>Knowing how it feels to be proud of something they are good at.</p> <p>Understanding that we are all special and unique and that everyone is good at different things.</p> <p>Knowing that all families and homes are different. Making new friendships & how to stand up for themselves.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Dreams and Goals</u></p> <p>Challenges and facing up to them, not giving up & trying until they have achieved their goal.</p> <p>Thoughts about jobs they might like to have when they are older.</p> <p>Achieving goals & feelings linked to this.</p>	<p><u>Healthy Me</u></p> <p>Learning about their bodies & the names of some key parts.</p> <p>How to stay healthy.</p> <p>Discussions about food, knowing that some foods are healthier than others.</p> <p>Discussions about sleep and what they can do to help themselves get to sleep.</p> <p>Hand washing,</p> <p>'Stranger danger' & what they should do if approached by someone they don't know.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Relationships</u></p> <p>Key relationships in their lives.</p> <p>Families & different roles within a family.</p> <p>Friendships and knowing what makes a good friend.</p> <p>Simple strategies to mend friendships.</p> <p>Practise Jigsaw's Calm Me & how they can use this when feeling upset or angry.</p>	<p><u>Changing Me</u></p> <p>Thinking about changes from being a baby and what may change in the future.</p> <p>Knowing the names and functions of some of the main body parts and how these have changed. Learning that our bodies change in different ways as we get older.</p> <p>Positive and negative feelings linked to change & that sharing these can help.</p> <p>Considering the role that memories can have in managing change.</p> <p>Preparations for Year 1 including move up day.</p>
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<p>Year 1</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Being Me in My World</u></p> <p>Introduction to jigsaw journals and discussion about Jigsaw Charter.</p> <p>Rights and responsibilities.</p> <p>Choices and consequences.</p> <p>Discussions about being special, feeling safe in their class & recognising own safety.</p>	<p><u>Celebrating Differences</u></p> <p>Similarities and differences between people and knowing that these make us unique and special.</p> <p>Bullying – learning about what this is and isn’t. Learning about how it might feel to be bullied and when and who to ask for help.</p> <p>Friendships and how to make friends. Knowing that it is ok to be different from friends.</p> <p>Looking after other children who might be being bullied.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Dreams and Goals</u></p> <p>Setting simple goals and knowing how to achieve them.</p> <p>Overcoming difficulties.</p> <p>Recognise feelings associated with facing obstacles to achieving goals as well as when achieving them.</p> <p>Partner working.</p> <p>Jobs in the community.</p>	<p><u>Healthy Me</u></p> <p>Discussions around healthy and less healthy choices & feelings associated.</p> <p>Hygiene & knowing that germs can make you unwell.</p> <p>Road safety & knowing about people who can help them stay safe.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Relationships</u></p> <p>Significant relationships (family, friends and school community) – why these are special and important.</p> <p>Touch- knowing that touch can be used in kind and unkind ways.</p> <p>Personal attributes (as a friend, family member and as part of a community.)</p> <p><u>Internet Safety</u></p> <p>Using the internet & digital devices; communicating online.</p> <p>Keeping safe online</p>	<p><u>Changing Me</u></p> <p>Introduction to life cycles, e.g. that of a frog compared to human life cycle.</p> <p>Simple changes from baby to adult.</p> <p>Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva.)</p> <p>Knowing that nobody has the right to hurt these parts of the body.</p> <p>Change is discussed as a normal and natural part of getting older & feelings linked to this.</p> <p>Strategies for managing feelings & knowing how to access help if they are worried about change, or if someone is hurting them.</p> <p>Preparations for Year 2 including move up day.</p>
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<p>Year 2</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs Network Hands</p> <p><u>Being Me in My World</u></p> <p>Discussions about hopes and fears for the year ahead. Discussions about feeling worried and recognising when they should ask for help and who to ask.</p> <p>Rights, responsibilities & working collaboratively.</p> <p>How to make classroom safe & fair place,</p> <p>Choices & consequences.</p> <p>Setting up Jigsaw Journal and making Jigsaw charter.</p>	<p><u>Celebrating Differences</u></p> <p>Recognising gender stereotypes and understanding that girls and boys can have differences and similarities and that is ok.</p> <p>Recognising bullying & how to support a classmate who is being bullied. Feelings associated with bullying and to know how & where to get help if they are being bullied.</p> <p>Discussions about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs Network Hands</p> <p><u>Dreams and Goals</u></p> <p>Setting realistic goals and how they achieve them.</p> <p>Perseverance & recognising strengths as a learner.</p> <p>Group work and reflecting on who they work well with and who they don't. Sharing successes with others.</p> <p><u>Money</u></p> <p>What money is; needs and wants; looking after money.</p>	<p><u>Healthy Me</u></p> <p>Learning about healthy food, having a healthy relationship with food and making healthy choices.</p> <p>Discussions about things that make us feel relaxed and stressed.</p> <p>Medicines, how they work and how to use them safely.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs Network Hands</p> <p><u>Relationships</u></p> <p>Roles & responsibilities in a family and the importance of co-operation, appreciation and trust. Revisit friendships. Falling out and mending friendships.</p> <p>Strategies for conflict resolution.</p> <p>Importance of trust in relationships.</p> <p>Two types of secret, knowing that 'worry secrets' should always be shared with a trusted adult.</p> <p>Different types of physical contact in relationships- which are acceptable & which are not.</p> <p>Strategies for being assertive & knowing who can help them.</p> <p>Revisit people who can help if they are worried or scared.</p> <p><u>Internet Safety</u></p> <p>The internet in everyday life: online content and information.</p>	<p><u>Changing Me</u></p> <p>Life cycles in nature, including that of humans.</p> <p>Changes that occur from baby to old age. (Not including puberty.)</p> <p>Discussions about how independence, freedoms and responsibility can increase with age.</p> <p>Correct words for private parts of the body (vagina, anus, penis, testicles, vulva.)</p> <p>Children are reminded that nobody has the right to hurt these parts of the body.</p> <p>Inappropriate touch and assertiveness.</p> <p>Strategies for managing feelings and emotions.</p> <p>Where to get help if worried or frightened.</p> <p>Change and emotions that occur with change.</p> <p>Preparations for Year 3 including move up day.</p>
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<p>Year 3</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p>Laws and Freedoms.</p> <p><u>Being Me in My World</u></p> <p>Jigsaw Journal & charter. Recognising self-worth & identifying positive things about themselves & achievements.</p> <p>Discussions about new challenges & how to face them with positivity.</p> <p>Discussions about the need for rules and how these relate to rights & responsibilities.</p> <p>Choices, consequences & working collaboratively.</p> <p>Discussions about different feelings and the ability to recognise these feelings in themselves & others.</p>	<p><u>Celebrating Differences</u></p> <p>Learning about families, that they are all different and that sometimes they fall out with each other.</p> <p>Discussions about techniques to calm themselves down & discuss ‘solve it together technique.’</p> <p>Revisit the topic of bullying with a focus on the role of the witness. Discussions about how a witness has choices and how these choices can affect the bullying that is taking place.</p> <p>Problem-solving techniques in bullying situations.</p> <p>Discussions about name-calling and not to use hurtful words.</p> <p>Giving and receiving compliments & associated feelings.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Dreams and Goals</u></p> <p>Examples of people overcoming challenges to achieve success & what they can learn from these stories.</p> <p>Identify dreams & ambitions & how it will feel when they achieve these.</p> <p>Discussions about facing learning challenges & strategies for overcoming these.</p> <p>Discussions about obstacles to achieving goals and overcoming these.</p> <p>Reflect on progress & successes and identify what they could do better next time.</p> <p>Different jobs & skills</p>	<p><u>Healthy Me</u></p> <p>Discussions about the importance of exercise and how it helps your body to stay healthy.</p> <p>Learning about their heart & lungs.</p> <p>Facts about calories, fat & sugar and how the amount they consume can affect their health.</p> <p>Different types of drugs.</p> <p>Thinking about things, places & people that are dangerous and strategies to keep themselves safe.</p>	<p><u>Protective Behaviours</u></p> <p>Early Warning Signs</p> <p>Network Hands</p> <p><u>Relationships</u></p> <p>Revisit family relationships, expectations & roles within the family home.</p> <p>Identifying why stereotypes can be unfair & inaccurate.</p> <p>Careers & why stereotypes can be unfair in this context.</p> <p>Learning that families should be founded on love, respect, appreciation, trust and cooperation.</p> <p>Revisit ‘solve it together’ technique for negotiating conflict situations with an introduction to a win-win outcome.</p> <p><u>Internet Safety</u></p> <p>Online relationships (through gaming and apps.)</p> <p>Introduction to some rules for staying safe online.</p> <p>Global community</p> <p>Needs of other children less fortunate.</p> <p>Revisit universal rights.</p>	<p><u>Changing Me</u></p> <p>About babies including parenting & that it is usually the female that carries the baby in nature.</p> <p>Introduction to puberty.</p> <p>Outside body changes in males and females.</p> <p>Learning that puberty is a natural part of growing up and a process for getting their bodies ready to make a baby when grown-up.</p> <p>Inside body changes. (Learning that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male’s sperm, it passes out of the body as a period.)</p> <p>Feelings about puberty & growing up.</p> <p>Preparation for Juniors including move up day.</p>
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PSHEE Bilton Grange Pre Prep 2023-2024: Talks and Workshops						
Year Group	Advent Term		Lent Term		Summer Term	
Nest	BG Nurses Talk- Handwashing and simple hygiene routines that stop germs from spreading.		Pre-Prep Nutrition Workshop			
Reception	BG Nurses Talk- Handwashing and simple hygiene routines that stop germs from spreading.	Bonfire Safety Assembly	Pre-Prep Nutrition Workshop		Internet Safety Assembly	
Year 1	Protective Behaviours	Bonfire Safety Assembly BG Nurses Talk- Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	Pre-Prep Nutrition Workshop		Internet Safety Assembly	RSE Talk

Year 2	Protective Behaviours	Bonfire Safety Assembly	Pre-Prep Nutrition Workshop	BG Nurses Talk Medicine Safety	Internet Safety Assembly	
Year 3	Protective Behaviours	Bonfire Safety Assembly	Pre-Prep Nutrition Workshop		Internet Safety Assembly	BG Nurses Talk Strategies and behaviours that support mental health e.g. good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends.

PSHE Bilton Grange 2023-2024 Years 4-8						
Year Group	Advent Term		Lent Term		Summer Term	
Year 4	<u>Being Me in My World</u> Becoming a Class Team, Being a School Citizen, Rights Responsibilities and Democracy, Rewards and Consequences, Learning Charter	<u>Celebrating Difference</u> Judging by Appearances, Understanding Influences, Understanding Bullying, Problem-Solving Bullying, Accepting Myself and Others	<u>Protective Behaviours</u>	<u>Healthy Me</u> My Friends and Me, Group Dynamics, Smoking, Alcohol, Healthy Friendships, Assertiveness	<u>Relationships</u> Jealousy, Love and Loss (further explored in Humanities lessons), Memories, Getting On and Falling Out, Girlfriends and Boyfriends, Relationships with Animals	<u>Changing Me</u> Why I am Unique, Having a Baby, Girls and Puberty, Circles of Change, Making and Accepting Change, Looking Ahead

<p>Year 5</p>	<p><u>Being Me in My World</u> My Year Ahead, Being a Citizen of My Country, Responsibilities and Right to Learn, Rewards and Consequences, Learning Charter</p>	<p><u>Celebrating Difference</u> Understanding Different Cultures, Racism, Rumours and Name-Calling, Types of Bullying, Social Inequality and Does Money Matter? Celebrating Difference Across the World</p>	<p><u>Protective Behaviours</u></p>	<p><u>Healthy Me</u> Smoking and Informed Decision Making, Alcohol and Relationships, Emergency Aid, Body Image and Media Influence, Relationships with Food (including eating disorders), Making Healthy Choices</p>	<p><u>Relationships</u> Recognising Me, Safety with Online Communities, Being in an Online Community, Online Gaming, Screen Time, Relationships and Technology</p>	<p><u>Changing Me</u> Self and Body Image, Puberty for Girls, Puberty for Boys, Conception, Becoming a Teenager and Responsibilities, Looking Ahead</p>
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<p>Year 6</p>	<p><u>Being Me in My World</u> My Year Ahead, Being a Global Citizen, Learning Charter</p>	<p><u>Celebrating Difference</u> Am I Normal?, Understanding Difference, Power Struggles, Why Bully?, Celebrating Difference (Including Disabilities)</p>	<p><u>Protective Behaviours</u></p>	<p><u>Healthy Me</u> Taking Responsibility for Health, Drugs, Exploitation, Gangs, Emotional and Mental Health, Managing Stress and Pressure</p>	<p><u>Relationships</u> Mental Health, Love and Loss, Power and Control, Being Online (Identifying Unsafe and Fake Situations), Using Technology Responsibly</p>	<p><u>Changing Me</u> Self and Body Image, Puberty, Conception to Birth, Boyfriends and Girlfriends, Real Self and Ideal Self, The Year Ahead</p>
<p>Year 7</p>	<p><u>Being Me in My World</u> Who am I? My Influences, Peer Pressure and Belonging, Online Identity, Online Behaviour and Consequences</p>	<p><u>Celebrating Difference</u> Prejudice and Discrimination, Challenging Stereotypes, Discrimination in School, Bullying</p>	<p><u>Dreams and Goals</u> Identifying Dreams and Goals, Achieving Dreams and Goals, Coping Strategies, Responsible Choices, Effects of Choices</p>	<p><u>Healthy Me</u> Emotional Health, Managing Stress, Substance Abuse, Nutrition, Physical Activity and Sleep, Medicines and Immunisation</p>	<p><u>Relationships</u> Healthy Relationships, Changing Relationships, Getting On and Falling Out, External Factors in Relationships, Assertiveness Social Skills for Life Workshop (The RAP Project)</p>	<p><u>Changing Me</u> Changes during Puberty, Having a Baby, Types of Relationship Image and Self-Esteem, Adolescent Brain Development and Mood Changes, Supporting Self and Others through Change</p>
<p>Year 8</p>	<p><u>Being Me in My World</u> Who am I? Families, Family Factors and Stereotypes, First Impressions, Faiths and Beliefs</p>	<p><u>Celebrating Difference</u> Prejudice and Discrimination, Inequality, Social Injustice, Bullying (Including LGBTQ+ Bullying), Making a Difference</p>	<p><u>Dreams and Goals</u> Long-Term Goals, Role of Money in Society, Online Safety, Money and Earnings, Tracking Spending Online Safety Talk (Alan Mackensie)</p>	<p><u>Healthy Me</u> Taking Responsibility for Own Health, Managing Stress, Substance Misuse and Exploitation, Medicines and Immunisation</p>	<p><u>Relationships</u> Self-Perception, Positive Relationships, Personal Space, Body Image and Advertising, Personal Space, Control and Coercion, Social Media Social Skills for Life Workshop (The RAP Project)</p>	<p><u>Changing Me</u> Types of Relationships, Healthy Romantic Relationships, Understanding Attraction, Pornography, Alcohol and Risk Careers Workshops (Leavers' Programme)</p>

Appendix 2

Government Guidance on RSE – withdrawal from lessons:

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: “Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from ‘Relationships & Sex Education’ at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught”

For further information, please use this [link](#).

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	