



Personal Social Health and Economic Education (PSHEE) Policy Including Relationships and Sex Education (RSE)

Trinity 2026

Our Approach

Personal, Social, Health and Economic Education (PSHEE) is our comprehensive curriculum for supporting young people's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships and Sex Education (RSE)** and **Health Education** to all secondary-aged pupils. We deliver these statutory subjects within our broader PSHEE programme, which also includes elements of age-appropriate **economic education** (preparing young people to understand financial matters and the world of work) and **citizenship education** (including fundamental British values, helping pupils understand their rights, responsibilities and role in society).

The DfE statutory guidance (July 2025) states:

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."

This policy explains our whole-school approach to PSHEE education and how we meet our statutory duties.

1. Our Vision for PSHEE

At Bilton Grange, we believe that every young person deserves an education that prepares them not just academically, but as rounded individuals ready to navigate the complexities of modern life. Personal, Social, Health and Economic Education sits at the heart of this commitment.

PSHEE is not an add-on to our curriculum – it is fundamental to our pupils' development as confident, healthy, respectful members of society. Through high-quality PSHEE, we equip young people with the knowledge, skills and attributes they need to keep themselves healthy and safe, to develop their wellbeing, and to build positive, respectful relationships throughout their lives.

Our PSHEE curriculum actively supports every pupil to understand and manage their emotions, to develop resilience in the face of challenges, and to make informed decisions that promote their own and others' wellbeing. **Developing emotional literacy** is central to this – helping young people to recognise, name and talk about feelings, both their own and others', creates the foundation for emotional wellbeing and positive relationships.

As the statutory guidance states:

"Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

We are committed to:

- Supporting the whole young person – recognising that pupils' emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every pupil feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future– providing age-appropriate learning that prepares young people for healthy relationships, active citizenship and the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are important educators in many aspects of relationships and health
- Embedding PSHEE across school life – not just in timetabled lessons, but through our values, relationships, and everyday interactions
- Ensuring all pupils understand the protected characteristics and the importance of equality and respect.

2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make **Relationships Education and Health Education** statutory for all primary-aged pupils. The Regulations make **Sex Education (RSE)** compulsory for all secondary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

The guidance confirms:

"The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development."

Our Approach to Statutory Compliance

We deliver statutory RSE and Health Education within our comprehensive PSHEE programme. This provides pupils with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal, social and economic capabilities.

Our PSHEE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our Primary curriculum addresses all statutory requirements of Relationships and Health Education including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Wellbeing online
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

In Years 7 and 8, Relationships, Health and Sex Education topics include:

- Families and committed relationships
- Respectful relationships
- Online safety and awareness (including authenticity online, AI, online influence, online scams)
- Online gaming – safety and financial risk
- Being safe (including recognising unhealthy behaviours in relationships, harassment and exploitation)
- Intimate relationships
- Consent, boundaries and healthy relationship characteristics
- The impact of pornography and online harms (including dealing with unwanted messages, sexting and sextortion)

A detailed mapping document showing how the programme covers every statutory outcome is available to view on request.

3. Curriculum Content: A Whole-School Framework

The Protective Behaviours (PB) Programme is introduced, revisited and progressed at the start of each academic year throughout the school and underpins all our PSHEE provision. The programme equips all children with the language of safety in relation to 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)

Throughout the school, children are also taught the language and strategies of Zones of Regulation, an intervention developed to help young people build regulation competencies aligned to their developmental continuum and to provide the opportunities to practise the skills in a safe and supportive environment. The simple approach to self-regulation aims for learners to benefit from increased self-awareness and social and emotional skills; a common language for communication; problem solving, and emotional understanding.

Jigsaw

We use Jigsaw PSHEE 3-11 and 11-16 as the bulk of our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to pupils' learning throughout their secondary education. Built on current research and best practice in child and adolescent development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHEE education that meets our children's needs.

The programme is distinctive in its approach:

Emotional literacy at the core — Jigsaw lessons systematically develop pupils' emotional vocabulary and understanding. Young people learn to recognise, name and discuss a wide range of feelings in themselves and others. This emotional literacy supports pupils' ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindfulness approach — Lessons incorporate mindfulness activities designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to pupils' emotional wellbeing.

Connection and community — 'Connect Us' activities in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Age-appropriate spiral curriculum — Topics are revisited across year groups with increasing depth and complexity, enabling pupils to build on prior learning in line with their developing maturity and understanding.

Participative, interactive teaching — The statutory guidance emphasises that *"Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios."* Our lessons are designed to be engaging and active, using discussion, role-play, case studies, problem-solving and critical evaluation to develop skills alongside knowledge.

Skills for respectful dialogue — PSHEE lessons provide regular opportunities for pupils to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion.

The Jigsaw Units

Our PSHEE curriculum is organised into themed units, each exploring key aspects of personal development, relationships and health education:

Unit	Key Content (3-11) and (11-16)
Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution Personal identity, rights and responsibilities, community and global citizenship, online and offline influence, making a positive contribution
Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion Recognising and respecting diversity, understanding protected characteristics, challenging stereotypes and prejudice, addressing bullying (including online), building empathy
Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively. Setting and working towards goals, career aspirations, developing perseverance and resilience, financial capability, working collaboratively

Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices Physical and mental health connections; nutrition, sleep, exercise; emotional wellbeing; drugs, alcohol, tobacco and vaping; risk management; healthy lifestyle choices, pregnancy and choices
Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement. Healthy and unhealthy relationship characteristics; families; friendships; romantic and intimate relationships; consent and boundaries; conflict resolution; recognising unhealthy behaviours; online relationships
Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction Puberty and adolescent development; body image and self-esteem; developing independence, personal safety and managing risk, managing change and transitions

Adapting Jigsaw for our School community

Whilst we follow the Jigsaw programme, we recognise that our pupils, families and context have specific needs and characteristics. Our PSHEE lead and teaching staff carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each year group
- Pupil voice – gathered through feedback via surveys and in-class discussions
- Local context and community considerations
- Current events or emerging issues affecting our pupils
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

The guidance states that schools should develop curricula that are *"relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met."*

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

Dedicated Teaching Time

PSHEE/RSE is taught through dedicated curriculum time of 50 minutes per week. These explicit, timetabled lessons ensure that pupils receive the systematic teaching they need to develop essential knowledge and skills.

Throughout Pre-Prep and Juniors, PSHEE is delivered by Form Tutors, under the guidance of the Head of PSHEE, and in Years 5-8 by the Head of PSHEE.

Beyond the Classroom: Embedding PSHEE in School Life

The statutory guidance emphasises that *"The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies."*

We recognise that effective PSHEE education extends far beyond timetabled lessons. The skills, values and understanding developed in PSHEE sessions are reinforced and 'lived' throughout our school:

- **Collective worship, Assemblies and Insight sessions** regularly explore PSHEE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing topics
- **Our behaviour and relationships policy** reflects the principles taught in PSHEE, emphasising respect, kindness, responsibility and positive conflict resolution
- **Staff model** the values and behaviours promoted through PSHEE in all interactions with pupils and each other
- **Playground and social times** provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHEE, supported by staff who understand the PSHEE curriculum and can reference learning when supporting children.
- **Pupil leadership opportunities** enable young people to take responsibility and contribute to the school community
- **Recognition and reward systems** celebrate not just academic achievement but personal and social qualities – kindness, resilience, communication, collaboration, respect, service and global awareness
- **Emotional literacy** taught in PSHEE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties.
- **Display materials**, including feelings vocabulary and visual prompts, support this learning across the school.
- **Pastoral support systems** provide opportunities for pupils to seek help and discuss concerns

As part of a whole school drive to support the social and emotional development of all children, The Pre-Prep has introduced the [My Happy Mind](#) curriculum to sit alongside Jigsaw lessons. My Happy Mind is an NHS backed programme that supports individuals in building their resilience and self-esteem in a

proactive manner. It ensures that children understand the science behind how their brains work and allows them to develop strategies to support their mental health in a fun and accessible manner.

In the Prep, girls are supported in their friendships through the Girls on Board Programme. This highlights that all girls need at least one other girl to call their friend. All girls in Years 4-8 are supported through this approach. It takes the form of an annual session where girls are asked to reflect on their friendship dynamics and then, with an appreciation of the feelings of the others, seek to find solutions to problems in their friendships by themselves, in the main.

In Year 7, boys are supported through the Working with Boys Programme. This seeks to use guided reflection to look at the topic of 'gentle' and 'sour' masculinity and how it relates to various aspects of boys' relationship cultures. The course takes approximately ten weeks to complete. Much shorter refresher top ups can then take place in Year 8.

We use our school grounds to enhance PSHEE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Opportunities are planned to take PSHEE learning outside where appropriate, and we encourage children to spend time outdoors during breaks; Forest School activities in the Pre-Prep and Bushcraft in the Prep, and after-school 'BG Adventurers' club. We recognise that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

5. Relationships and Sex Education: Statutory Content

(I) Primary

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms, and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.

- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHEE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.

- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHEE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

(II) Secondary (Years 7-8)

Relationships and Sex Education (RSE)

RSE is compulsory for all secondary-aged pupils. The guidance states:

"RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies."

Parents do not have the right to withdraw their children from Relationships Education content. Parents may request withdrawal from **Sex Education** only.

The guidance emphasises:

"Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."

By the end of secondary school, our pupils will understand:

Families

- Different types of committed, stable relationships and how these contribute to wellbeing
- Why marriage and civil partnership are important relationship choices for many, including legal rights and protections not available to cohabiting couples
- That forced marriage and marriage under 18 are illegal; that 'common-law marriage' is a myth

- How families change over time; roles and responsibilities of parents
- How to judge when a relationship is unsafe and where to seek help

Respectful Relationships

- Characteristics of positive relationships (online and offline), including the role of consent, trust, mutual respect, honesty, kindness, boundaries and managing conflict
- The importance of self-esteem and having a positive relationship with oneself
- Practical skills for communicating respectfully, including in conflict situations
- Different types of bullying and how to respond; responsibilities of bystanders
- That ethical behaviour goes beyond consent – involving kindness, care and awareness of power dynamics
- How stereotypes (based on sex, race, religion, sexual orientation, disability) can cause damage
- How pornography can negatively influence attitudes and behaviours

The guidance states that pupils should understand *"that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok."*

Online Safety and Awareness

- Rights, responsibilities and opportunities online
- Risks of sharing personal information; understanding privacy settings
- That social media accounts may be fake; that users may present exaggerated profiles
- The law on sharing images, including that keeping or forwarding sexual images of under-18s is a crime
- How to report concerns about material that has been circulated
- Understanding deepfakes and their potential harms
- That online content can normalise unhealthy behaviours; where to get support
- How technology can be used in bullying, harassment, stalking and coercive control
- How pornography presents a distorted picture and can influence behaviour negatively
- Risks of sextortion and online scams

The guidance is clear that pupils should understand *"that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery."*

Being Safe

- How to recognise, respect and communicate consent and boundaries
- Strategies for identifying, resisting and understanding pressure (including sexual pressure)
- How to determine whether others are trustworthy; how to seek help
- How to increase personal safety in public spaces
- What constitutes sexual harassment and sexual violence; that it is never the victim's fault
- Laws relating to exploitation
- The physical and emotional damage of FGM and the law
- That strangulation and suffocation are criminal offences
- Where to seek support for worrying or abusive behaviour

Intimate and Sexual Relationships

- That sex, for those ready and over the age of consent, can and should be positive and enjoyable
- The law on age of consent; that many young people wait; that intimate relationships don't require sex
- Sexual consent and the capacity to give, withhold or remove consent at any time
- How choices about sex and relationships affect all aspects of health
- Choices in relation to pregnancy (keeping the baby, adoption, abortion) with medically accurate information
- How alcohol and drugs can lead to risky behaviour

Health Education

Health Education is compulsory for all secondary-aged pupils and there is no right of withdrawal.

The guidance states:

"The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks."

By the end of secondary school, our pupils will understand:

Mental Wellbeing

- How to talk about emotions accurately using appropriate vocabulary
- Benefits of physical activity, sleep, time outdoors, community participation for mental wellbeing
- That happiness is linked to connection with others; that loneliness is normal and not shameful
- That worrying and feeling down are normal and not necessarily signs of mental health conditions
- Characteristics of common mental health conditions (anxiety, depression) presented factually
- How to critically evaluate activities that contribute to wellbeing
- How to overcome anxiety or barriers to participating in activities
- That gambling can lead to serious mental health harms
- The relationship between substance use and mental health

Wellbeing Online

- Benefits of limiting time online; risks of excessive screen time
- Impact of unhealthy comparison with others online; how people curate online images
- How to identify and report harmful online behaviours
- Risks of gambling-like content in gaming
- How advertising and information is targeted; prevalence of misinformation
- Risks of illegal behaviours online

Physical Health and Fitness

- Characteristics of a healthy lifestyle; links between inactivity and ill-health
- That physical activity promotes wellbeing and combats stress

Healthy Eating

- How to maintain healthy eating; links between poor diet and health risks
- Risks of unhealthy weight gain (cancer, type 2 diabetes, cardiovascular disease)
- Impacts of alcohol on diet and weight

Drugs, Alcohol, Tobacco and Vaping

- Facts about illegal drugs and associated risks, including synthetic drugs and illicit vapes
- The law on supply and possession of illegal substances
- Physical and psychological risks of alcohol; what constitutes low-risk consumption in adulthood
- Consequences of problem alcohol use and dependency
- Dangers of misusing prescribed and over-the-counter medicines
- Harms from smoking tobacco (lung cancer, cardiovascular disease); benefits of quitting
- Facts about vaping, including harms to young people

Health Protection and Prevention

- Personal hygiene, germs, treatment and prevention of infection, antibiotics
- Dental health and oral hygiene
- How and when to self-care for minor ailments; role of pharmacists
- Importance of taking responsibility for own health
- Facts about vaccination and immunisation
- Importance of good sleep; how to improve sleep hygiene/routines

Personal Safety

- How to manage personal safety in independent situations
- How to recognise and manage peer influence on risk-taking
- Social and emotional skills to increase safety from conflict and violence
- Which trusted adults to talk to about violence and knife crime
- The law on knives and weapons (without using fear or suggesting knife-carrying is common)
- Risks and signs of exploitation

Basic First Aid

- Basic treatment for common injuries
- Life-saving skills (usually taught as part of the Leavers' Programme)

Developing Bodies

- Main changes during puberty; the changing adolescent body and brain and how to keep physically and mentally well
- Menstrual and gynaecological health)

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 that 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."

Challenging Stereotypes and Promoting Respect

Throughout our PSHEE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

6. Sex Education and the Right to Withdraw

What is 'Sex Education'?

(I) Primary

Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes that adolescence brings and understand how human life begins.

At Bilton Grange, we teach age-appropriate sex education in Years 5 and 6 as part of our PSHEE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

In Years 5 and 6, we define Sex Education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

(II) Secondary

The DfE guidance (2025) leaves schools free to define sex education within RSHE.

The Jigsaw interpretation of Sex Education as part of the secondary curriculum is 'human reproduction, sexual intercourse and sexual behaviours' including:

- How human reproduction can happen (e.g. childbirth, sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Sexual behaviours, risks, rights and responsibilities in a sexual relationship
- Sexual health and safer sex (e.g. contraception, sexually transmitted infections)

This is distinct from:

- **Relationships Education** (which covers the broader aspects of healthy relationships, consent, safety—from which there is no right of withdrawal)
- **Health Education** (from which there is no right of withdrawal)
- **Science curriculum content** about reproduction (from which there is no right of withdrawal)

Parent Engagement and Right to Request Withdrawal

Parents have the right to request that their child be withdrawn from some or all of **Sex Education** delivered as part of statutory RSE.

Parents do NOT have the right to withdraw children from:

- Relationships Education content
- Health Education
- Science curriculum content, including content about reproduction

Our PSHEE provision encourages Relationships Education and Sex Education to be delivered together so that Sex Education is always taught in the context of a healthy, supportive relationship. As we aim to deliver holistic learning, we would prefer all students to receive all of the RSHE programme.

The guidance states:

"Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate."

Before granting a request for a student to be removed from the lessons including Sex Education, we therefore invite parents to discuss their concerns with the Head of PSHEE. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Process for Withdrawal Requests

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by sending curriculum information at the start of the Trinity Term; holding parent information sessions and making all materials available for viewing on request.

The head teacher **may refuse a request in exceptional circumstances**, for example because of safeguarding concerns or a pupil's specific vulnerability.

Arrangements During Withdrawal

The guidance states: *"If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal."*

7. Inclusive Practice and Equality

We are committed to an inclusive PSHEE/RSE curriculum that is accessible to and respectful of all pupils and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHEE/RSE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The guidance states: *"Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education."*

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that pupils come from diverse family backgrounds including single parent families, same-sex parent families, families headed by grandparents, adoptive families, foster families, kinship care, blended families, and families from different cultural and religious backgrounds.

We ensure that no pupil is stigmatised based on their home circumstances and that all family structures are represented positively. When discussing families, we emphasise that committed, stable relationships provide love, care and security.

Lesbian, Gay and Bisexual Content

Throughout PSHEE/RSE, pupils learn that all people deserve to be treated with respect and kindness, regardless of difference.

Throughout PSHEE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or

encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

At secondary school, the guidance states:

"There should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning."

Teaching about Biological Sex and Gender Reassignment

Jigsaw PSHEE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

At secondary school, the guidance states:

"Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity."

The guidance further states:

"In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort."

We encourage pupils to express their views respectfully whilst remaining respectful of others' opinions. Bullying or disrespectful language is never acceptable.

Challenging Stereotypes

Throughout our curriculum, we actively challenge harmful stereotypes, including gender stereotypes that can limit aspirations, reinforce inequalities, or contribute to disrespectful behaviour.

Pupils learn to recognise misogyny and other forms of prejudice, understanding the links between sexist attitudes and violence against women and girls. We help pupils develop positive conceptions of masculinity and femininity and identify positive role models.

Supporting Pupils with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHEE education that meets their needs. PSHEE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. We ensure that our teaching is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

We recognise that, for some children with SEND, certain PSHEE content may need to be taught in different ways or at different times to ensure understanding and safety.

The SENCO works closely with the Head of PSHEE and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHEE/RSE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

The guidance states:

"All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief."

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

PSHEE/RSE education has a crucial role in our safeguarding provision, equipping pupils with the knowledge and skills to keep themselves safe and to seek help when needed.

The guidance states:

"Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse."

Through PSHEE/RSE, pupils learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse, harassment and exploitation
- Identify risks online and in the physical world
- Understand what constitutes harmful sexual behaviour
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHEE/RSE lessons, particularly those addressing sensitive topics, may lead to disclosures from pupils. The Head of PSHEE is DSL trained and attends weekly Wellbeing Management Team meetings with the DSL, Head of Wellbeing, Nursing Staff and SENCO. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep pupils safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead without delay

The guidance states:

"Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child."

Pupils are informed at the start of PSHEE/RSE lessons how confidentiality works – that personal information shared during discussions will be treated with respect and care, but if a teacher is worried about a pupil's safety, they will need to share information with people who can help.

All staff delivering PSHEE/RSE are familiar with our safeguarding and child protection policy and procedures, including mandatory reporting duties. Where external visitors contribute to delivery, they are briefed on safeguarding procedures before working with pupils and their details and DBS numbers (where applicable) are recorded in the school's Visitors' Log.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHEE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- How to access the anonymous, online reporting tool, Whisper
- External helplines relevant to their age (e.g. Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHEE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents are important educators in many aspects of relationships and health. Effective PSHEE/RSE works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

The guidance states:

"Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics."

Consultation and Communication

We consult with parents when developing and reviewing this policy, seeking their feedback on content, approach and resources. Examples of this include:

- Gathering parent views through surveys and consultation events
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions

- Regular communication about the PSHEE/RSE curriculum through the Bugle, the school website and parent communications

Viewing Teaching Materials

The guidance states:

"Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request."

We want parents to feel informed about what their children are learning. We provide several ways for parents to access information:

- **Curriculum overviews and parent portal access** to representative teaching materials
- **Viewing materials in school** for parents who would like to explore materials in more depth
- **Parent information sessions** on specific topics with suggestions for how to support learning at home and guidance on managing sensitive conversations.

All materials used in PSHEE/RSE can be viewed by parents on request. To request access, please contact fjg@biltongrange.co.uk.

Responding to Concerns

We welcome parents' questions and concerns about PSHEE/RSE education. Parents who have concerns should contact Miss Goodwin, Head of PSHEE and Mrs Everton, Assistant Head Pastoral.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

10. Addressing Sensitive Topics

Suicide Prevention

The guidance states:

"Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support."

Our mental wellbeing curriculum addresses many aspects of suicide prevention (without direct reference), in terms of recognising and talking about emotions, looking after wellbeing, coping when things go wrong, and seeking help from trusted adults.

The guidance further states:

"Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware."

We consider carefully delivery of content that references mental illness, taking into account age, maturity, personal experiences, parental views, and staff confidence.

Eating Disorders

The guidance states:

"It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language which romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging."

Self-Harm

If staff have concerns about a specific pupil in relation to eating disorders, self-harm, suicidal ideation or attempts, or if a pupil discloses information, they follow safeguarding procedures immediately.

Sexual Harassment and Violence

The guidance states:

"Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims."

Staff are conscious of everyday sexism, misogyny, homophobia and stereotypes, and take action to build a culture where prejudice is identified and tackled.

The guidance emphasises:

"It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships."

Where misogynistic ideas are expressed, staff challenge the ideas rather than the person expressing them.

11. Teacher Support and Professional Development

High-quality PSHEE/RSE requires confident, well-supported teachers with the knowledge, skills and resources to deliver sensitive content effectively.

The guidance states that curriculum should be *"delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures."*

Supporting Our Staff

We recognise that teaching PSHEE/RSE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

The Head of PSHEE is a qualified RSE Specialist with acet UK and is a member of the PSHEE Association and Sex Education Forum with access to the annual PSHEE Conference and additional training opportunities to address specific concerns and discuss emerging research.

Additional staff delivering PSHEE/RSE are supported through:

Comprehensive resources — The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, ensuring consistency across year groups.

Regular professional development including:

- Using the Jigsaw programme effectively
- Teaching sensitive and controversial topics
- Managing difficult questions and discussions
- Safeguarding and responding to disclosures
- Creating safe, inclusive classroom environments
- Understanding adolescent development
- Current issues affecting young people (e.g. online safety, mental health, sexual harassment)

Collaborative approach — Staff have opportunities to review PSHEE/RSE teaching together, sharing effective practice and discussing challenges.

Senior leadership support — The PSHEE lead and senior leadership team provide ongoing support, including advising on complex situations and ensuring staff wellbeing.

Access to specialist support — Where needed, we access support from external specialists including school nurses, mental health professionals and SEND specialists.

Managing Difficult Questions

The guidance states:

"Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy should explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online."

The guidance also notes: *"When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously."*

Ground rules are essential to provide an agreed structure to answer sensitive or difficult questions. Guidance is provided for subject teachers by the PSHEE 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.

Our approach to handling difficult questions appropriately may include:

- Asking the pupil to speak to their parents or a trusted adult
- Signposting to support services
- Recognising that unanswered questions might lead pupils to inappropriate sources
- Knowing when questions are better addressed outside the classroom

12. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHEE/RSE provision to ensure it meets pupils' needs, is delivered consistently, and has positive impact on pupils' wellbeing and development.

Assessing Progress

Assessment in PSHEE/RSE focuses on:

- Understanding of key concepts
- Development of skills (e.g. respectful communication, emotional literacy, collaboration)
- Ability to apply learning to real situations

- Changes in attitudes and confidence

Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of work and children's self-reflection.

Termly parents' meetings and written reports allow for reflection on each child's social and emotional growth and cultural awareness.

Monitoring Quality and Impact

The Head of PSHEE, working with Senior Leadership and Governors, monitors provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of pupil work and in-class observation
- Pupil voice activities
- Staff feedback on confidence and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback

Evaluating Impact

We evaluate impact by examining:

- Pupils' knowledge, skills and confidence
- Quality of relationships within the school
- Behaviour and ability to resolve conflicts
- Pupil wellbeing and mental health indicators
- Confidence in seeking help and reporting concerns
- Safeguarding data
- Readiness for transition to senior school
- Reduction in bullying

13. Links to Other Policies and Curriculum Areas

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy

Links Across the Curriculum

The guidance states:

"The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships."

PSHEE/RSE learning is reinforced through other subjects including:

- **Science** — human body, reproduction, health, drugs
- **Computing** — online safety, digital citizenship, respectful online communication
- **PE** — physical health, teamwork, resilience, managing success and failure, benefits of exercise
- **Religious Education** — moral questions, values, beliefs, diversity, respect
- **English** — texts exploring relationships, identity, moral dilemmas
- **History** — discussing misogyny and equality; prejudice and discrimination, and conflict resolution in historical context

14. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff
- Parents and carers
- Pupils
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Jigsaw PSHEE 3-11 and 11-16 programme
- Local authority guidance
- Evidence from educational research

Responsibilities

The Assistant Head Pastoral is the policy owner and responsible for this policy and its annual review.

The PSHEE/RSE Lead is responsible for overall coordination, keeping up to date with requirements, supporting staff, monitoring quality and impact, and liaising with parents and external agencies.

The Headteacher is responsible for ensuring statutory requirements are met, supporting staff, ensuring adequate resources and CPD, engaging with parents, and managing withdrawal requests.

Governors/Trustees are responsible for ensuring the school meets statutory duties, approving this policy, monitoring implementation, and engaging with consultation.

The guidance states that governing boards should make sure that:

"all pupils make progress in achieving the expected educational outcomes; teaching is accessible to all pupils with SEND; curriculum content and teaching materials are aligned with this statutory guidance; clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education."

All Staff are responsible for reinforcing learning throughout school life, responding appropriately to disclosures, modelling values, and engaging with professional development.

Further Information and Resources

For more information about PSHEE/RSE at Bilton Grange, please contact:

Francesca Goodwin, Head of Upper School, Head of PSHEE/RSE

fjg@biltongrange.co.uk

External resources:

- DfE Relationships Education, RSE and Health Education guidance (July 2025)
- PSHEE Association Programme of Study
- Jigsaw PSHEE mapping documents

Policy Approval

Policy Review

This policy will be reviewed annually and ratified by the BG Board of Governors to ensure it remains up to date with statutory guidance, programme updates, emerging pupil needs, and stakeholder feedback.

Next review date: May 2027