



**BROCKHURST & MARLSTON HOUSE SCHOOLS**  
Including all of the Pre-Prep Department and Early Years  
Foundation Stage



## **Relationships, Sex Education and Health Education (RSHE) and PSHE Policy**

**Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2024**

**Reviewed: September 2024**

**Next Review: September 2025**

### **Aims of PSHE at Brockhurst and Marlston House**

Schools play a crucial role in preventative education:

Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by **a planned programme of evidence-based RSHE** delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

Through the teaching and learning of PSHE at Brockhurst and Marlston House School, we want our pupils to develop self-awareness, positive self-esteem and confidence and we aim to prepare them effectively for the opportunities, responsibilities and experiences of life in British society. We aim to enable all pupils to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as a member of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other

- become involved in the life of their community
- know about democracy and how to be an active citizen
- know about economic wellbeing

We want our pupils to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future
- decide on values by which they want to live their lives

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. Our aim, through the teaching of PSHEE is to enhance the school's aims and ethos and to encourage respect for other people.

PSHE education at Brockhurst and Marlston House is a partnership between home and school:

- It ensures pupils' views are actively sought to influence lesson planning and teaching and is relevant to pupils at each stage in their development and maturity.
- It includes the acquisition of knowledge, the development of life skills and respectful attitudes and values, at an age appropriate level.
- It helps pupils to understand on and offline safety.
- It helps pupils to develop an understanding of both physical and mental wellbeing.
- It makes use of active learning methods, and is assessed and evaluated in line with key objectives set out in the scheme of work.
- It is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience in line with the Equality Act 2010.
- As per the provisions of the Equality Act 2010 under which religion or belief are among protected characteristics, it will be ensured that the religious background of all pupils will be taken into account when planning and teaching.

PSHE contributes to:

A positive ethos and environment for teaching and learning.

The safeguarding of pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.

A better understanding of diversity and inclusion, building towards a reduction in prejudice and bullying.

### **Curriculum Content**

Brockhurst and Marlston House is a member of the PSHE Association and will be using their programme to fulfil their statutory responsibility to support the pupils' spiritual, moral, cultural, mental and physical development and prepare the pupils for opportunities, responsibilities and experiences as set out in Section 78 of the Education Act 2002.

Children in the EYFS follow the Early Years Foundation Stage Development Matters curriculum. Personal Social and Emotional development is split into three Early Learning Goals;

- Self-regulation

- Managing self
- Building relationships

The programme of study for **Key Stages 1 to 3** is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing (Autumn Term)
2. Relationships (Spring Term)
3. Living in the Wider World (Summer Term)

Please see Appendix 3 to see the reading material we use to cover important topics (Nursery to Form 3)

## **NSPCC**

Brockhurst and Marlston House School arranges age-appropriate assemblies and workshop opportunities with the NSPCC, which teaches pupils to recognise and report abuse, including emotional, physical and sexual abuse. We aim to arrange these sessions once every two years.

In KS1 and lower KS2, the emphasis is on personal space and the NSPCC 'Underwear Rule' or 'PANTS' rule: [NSPCC - support-for-parents - pants-underwear - rule](#)

Parents are informed about the content of assemblies and workshops beforehand so there is an opportunity to raise questions with the School. Our NSPCC contact will provide an opportunity for parents to contact the providers should they have any questions about the content of their sessions.

## **Relationships and Sex Education**

Relationships and Sex Education is taught at Brockhurst and Marlston House School through our PSHE curriculum and our Science curriculum. PSHE is concerned with the emotional health and wellbeing of the individual child, the school community and society. PSHE seeks to support the wider school ethos, by developing pupils' awareness of themselves, both as individuals and as participants in society.

PSHE is taught as a timetabled subject throughout the School. The curriculum has been developed specifically for our age range, following guidance from the PSHE Association.

Every year group has a designated PSHE lesson once a week. Key topics of our curriculum scheme are delivered every year, ensuring continuity of learning.

PSHE subject matter is also developed by regular assemblies and by form teacher interaction with pupils in form time. In some topics, it supplements learning from other subjects in the curriculum, notably Science, ICT and Physical Education.

Overall, PSHE develops from a more individual child-centred approach in the junior school to a broader, more community-focused approach in the senior school.

## **Definition of Relationships Education at Brockhurst and Marlston House School**

Relationships education is a strong element of the School's scheme of work. This is in line with DFE regulations, requiring primary schools to deliver compulsory relationships education. Educating

pupils about relationships gives them the skills required to be able to develop healthy and nurturing relationships as they mature. The term ‘relationships’ in the primary context focuses on the fundamental building blocks of positive relationships, particularly friendships, family relationships and relationships with other children and adults. The focus is on learning what is meant by the term ‘relationship’, what friendship is, what family means and who children can turn to for support.

There is also a focus on safe online relationships and behaviour.

In addition, there is also learning about personal space and boundaries, showing respect and safe physical contact which are important for developing a child’s initial understanding of boundaries and consent, before this is developed in secondary education.

**Relationships Curriculum at Brockhurst and Marlston House**

This focuses on five key areas, as outlined in DfE regulations:

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online Relationships
- Being safe.

The Relationship Curriculum has a number of key outcomes for pupils by the end of Key Stage 2 (the end of Primary Education, which in our setting is Form 3/Year 6). These are summarised in the table below.

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>

	<ul style="list-style-type: none"> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● the conventions of courtesy and manners</li> <li>● the importance of self-respect and how this links to their own happiness</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● how information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>

	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul>
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### **Form 3**

We believe children should understand the facts about human reproduction before they enter the final two years at Brockhurst and Marlston House (i.e. Form 1 & 2). Lessons on puberty and how human reproduction and conception occurs is part of the Science curriculum, supported by the School Nurse.

We believe it is important for our older pupils to have the opportunity to discuss their concerns and questions around the topic of puberty. In Form 3, puberty is taught in same sex groups, providing a safe space for children to ask questions. Menstrual wellbeing and key facts about the menstrual cycle are covered too. Anonymous boxes are used to post questions to avoid embarrassment for the child. Teachers use sensitivity and their knowledge of what is age appropriate to answer questions. The aim is to acknowledge and explore the pupils' understanding and worries, answering in a clear and factual manner.

### **Form 1 & 2 (Year 7 & 8)**

From September 2020 the Department for Education has introduced compulsory Relationships and Sex Education (RSE) for Secondary schools in England. Educating pupils about relationships and sex gives them the skills required to be able to develop healthy and nurturing relationships. The term relationships in this context is not limited to intimate relationships; it can include a variety of relationships that pupils are likely to form throughout their life including friendships and work relationships. RSE covers healthy relationships, including friendships and intimate relationships; families; growing and changing; becoming more independent; the Law; keeping safe and consent; LGBT+ and diversity; online influences, including sexting and pornography; developing self-esteem and confidence, with the ultimate goal of allowing them to manage their online and offline academic, personal and social lives in a positive way which in turn will enable pupils then to make wise and informed choices throughout their life.

In line with DFE regulations, parents may choose to opt out of sex education lessons. Parents wishing to withdraw their children from sex education lessons in PSHE will be asked to write to the Headmaster and will be invited into school to discuss their decision.

### **RSE at Brockhurst & Marlston House**

As well as developing knowledge on topics specified for primary school, across the RSE curriculum in Key Stage 3 pupils will be introduced to five key areas:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

By the end of Key Stage 3, there are a number of key outcomes that our RSE curriculum will be able to demonstrate in respect to pupils' knowledge and understanding. These are summarised in the table below:

Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including the legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and the legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to determine whether other children, adults or sources of information are trustworthy.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause harm.</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> <li>● LGBT+ and diversity (see Appendix 1)</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> </ul>

	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, friendship</li> <li>• The consequences of engaging in early sexual activity and the impact on all aspects of health</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>

### Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Most questions will be answered simply, clearly and factually. Teachers may decide that it is inappropriate to answer some questions in a whole class setting and choose to answer individually. If a question relating to RSE is deemed inappropriate to the year group in question, the class teacher may choose to discuss with the Headmaster or Designated Safeguarding Lead. Parents may also be contacted in order to help open a dialogue at home and discuss with their child in a level or detail they feel comfortable with. In some cases, pupils may raise questions or make comments during discussions that may concern staff from a safeguarding point of view. In these cases, the usual safeguarding procedures must apply and be put into action quickly.

### Health Education

PSHE at Brockhurst and Marlston House supports the whole school aim of developing good physical and mental health in our pupils. As such, our PSHE syllabus supplements our assemblies, form tutor



time and curriculum subjects by covering key recommendations in the DFE Statutory Guidance for Physical Health and Mental Wellbeing (not statutory for independent education providers).

Key areas studied are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Personal Hygiene
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

By the end of Key Stage 2 (the end of Primary Education) there are a number of key outcomes that our PSHE/Health curriculum will have contributed towards in respect to pupils' knowledge and understanding, in line with DFE regulations. These are summarised in the table below.

<p>Pupils should know:</p> <p>Mental wellbeing</p>
<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li></ul>
<p>Internet safety and harms</p>

<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• where and how to report concerns and get support with issues online</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>
Physical health and fitness
<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating
<ul style="list-style-type: none"> <li>• what constitutes a healthy diet</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco
<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention
<ul style="list-style-type: none"> <li>• the importance of seeking medical advice if concerned about physical health</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

### **PSHE and the wider curriculum at Brockhurst and Marlston House**

As part of Brockhurst and Marlston House School's approach to the delivery of PSHE, where elements of the PSHE curriculum are delivered through a National Curriculum subject, Heads of Department will be responsible for informing the Head of PSHE, in order that this can be added to overall curriculum mapping. Such mapping is to be reviewed annually.

Where PSHE is delivered as part of the PSHE curriculum it is taught by class teachers using the School's scheme of work and resources. It may be that pupils make safeguarding disclosures when discussing PSHE topics and these will be addressed in line with the procedures set out in the Safeguarding and Child Protection policy, published on the School's website. All staff at Brockhurst and Marlston House School have received safeguarding training, including on how to manage disclosures.

All teachers are made aware of the requirements of the Equalities Act 2010 in the Staff Handbook.

### **Early Years Foundation Stage**

Children in the Early Years follow the Statutory Framework for the Early Years Foundation Stage and Development Matters.

#### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### Personal, Social and Emotional Development

##### ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## **External Agencies**

When appropriate, external agencies may be used to deliver content within the classroom. Where this is the case, such agencies will be supervised by class teachers at all times. In line with the School's Visitors policy and Safeguarding and Child Protection policy, appropriate checks will be made on external speakers. When external agencies are used, the impact of these sessions will be closely monitored and reviewed as part of the programme of quality assurance to ensure that pupils get the best outcome.

## **PSHE monitoring and evaluation**

The Head, DSL and the Head of PSHE are accountable to the Directors in ensuring that the Policy operates in practice as per paragraph 38 in Relationships Education, Relationships and Sex Education (RSE) and Health Education. The Head of PSHE monitors the PSHE programme at regular intervals in order to evaluate and adjust the programme where necessary. This is achieved by a programme of quality assurance that includes: observations of teaching staff; an annual review of the programme of study and an annual review of the PSHE Policy.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment, for example, talking about their own experiences, having their work displayed and special assemblies.

Children will be rewarded in line with school policy, for example, stars or commendations presented in assembly.

## **Monitoring and Evaluation**

Pupils in Nursery and Reception are observed daily and judgements are made regularly relating to the age/stage bands ensuring children are working towards achieving the Early Learning Goals.

The Head of PSHE will organise Staff INSET and encourage attendance at relevant courses.

The Head of PSHE will pass on information as it becomes available and will attend future training courses for this subject, disseminating information as appropriate.

### **Pupil Voice**

As part of the delivery of PSHE at Brockhurst and Marlston House School, pupils will be invited to share their opinions on the content and delivery of the lessons each year. Feedback from pupils will be acknowledged and acted on, as and where appropriate, in the yearly development plan for PSHE. This will contribute towards ensuring that the lessons delivered to pupils are appropriate and engaging.

### **Parental Partnership and the Right to withdraw**

The School believes that the Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Through its PSHE programme the School has a complementary and supportive role to that of the parents and we welcome parental engagement in relation to this programme. This policy is available to all parents on the School's website. Parents are welcome to discuss the Programme of Study with Ryan Torrie (Head of PSHEE)

Parents of pupils are allowed to request for their child to be withdrawn from any of the sex education programme. Where parents would like to action this, a request must be made in writing to David Fleming (Headmaster and Nominated Director for Safeguarding). Where pupils are to be withdrawn, adequate provision for their supervision in school during this time will be made. The pupil is excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused. Please note that the right to withdraw only applies to the sex education programme in PSHE lessons and all pupils will be required to attend lessons on relationships education.

### **Equality Protected Characteristics**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

In line with the provisions made within the Equality Act, it will be the position of Brockhurst and Marlston House School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

It is the intention of the School overall to build a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and addressed appropriately.

At Brockhurst and Marlston House School, our ethos actively develops in our pupils an awareness of a diverse and rich society where respect for differences is the expected norm. Equality is embedded into the PSHE scheme of work by presenting pupils with a diverse depiction of society within lessons. In addition, in the Celebrating Difference section of our scheme of work, we look to develop an understanding of situations in which bullying behaviour or stereotypical judgements could lead to language and behaviour that is discriminatory or prejudicial.

PSHE is complemented by our TPR curriculum (Theology, Philosophy and Religion), which explores and celebrates religions from around the world.

### **Pupils with Special Educational Needs & Disabilities (SEND)**

PSHE is made accessible to all pupils at Brockhurst and Marlston House School. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated and personalised, and ensures accessibility through these means.

The School is aware that some pupils are more vulnerable to bullying and other issues due to the nature of their SEND. Such factors are taken into consideration in teaching the subject. There may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages. The School ensures that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the Law.

### **Policy Development**

The PSHE policy is being developed in consultation with parents, staff and pupils. The consultation and policy development process include the following steps:

- A review of current national and local guidance by Head of PSHE.
- Parents, staff and pupils will be consulted and given the opportunity to review the policy and invited to provide feedback
- After completion of the consultation process, amendments to the policy will be made and the policy will be shared with governors.
- The policy is to be reviewed annually by Head of PSHE. We will consult with others regarding any updated Relationships Education, Relationships and Sex Education (RSE) and Health Education and any other relevant guidance such as Keeping Children Safe in Education

### **Linked Policies**

- Safeguarding and Child Protection Policy
- eSafety Policy
- Prevention of Bullying Policy
- Equal Opportunities Policy
- IT Acceptable Use Policy for Students
- Promoting Good Behaviour Policy
- Alcohol, Smoking, Drugs and Substance Abuse Policy

## Appendix 1

### **Including and valuing all children – what do we teach about LGBT at Brockhurst and Marlston House?**

We have prepared this appendix to provide parents with information about how LGBT (Lesbian, Gay, Bisexual and Transgender) issues are covered in Relationships and Health Education, delivered through our PSHE curriculum.

#### **Why include LGBT in Relationships and Health Education?**

- 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 LGBT 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 difference and foster good relationships with others. LGBT 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 homophobic bullying and the inappropriate use of words like 'gay' to insult and upset others.

#### **So, what do we actually teach?**

We have set out below the lesson coverage of LGBT in each year group's PSHE lessons.

- From Form 6, children are taught not to use the word 'gay' as an insult. The meaning of "gay" is clarified in an age-appropriate, nonsexual way.
- In Forms 1, 2 & 3, as part of our Prevention of Bullying programme, the scenarios used for discussion in this unit include using gay as an insult; a girl who is teased because she lives with her gay dads; and using transgender insults.

#### **What about answering questions from children?**

Our PSHE curriculum also provides notes for teachers about how to treat LGBT issues should questions arise from children or should there be issues about which children might feel sensitive.

- Form 6: teachers should be sensitive of transgender issues but this is not mentioned in teaching or in any lesson resources.
- Form 5: teachers should be sensitive to the possibility that some children may have same-sex couples within their family groups and recognising in an unsensational way that boyfriend or girlfriend pairings can be same gender as well as opposite.
- Form 4: teachers many need to explain the words gay, lesbian, bisexual and transgender in simple non-sexual terms, if not already known by children.

- Form 1, 2 & 3: lessons include anonymous question and answer sessions where children can submit questions in writing. The teacher then evaluates each question before answering it or setting it aside if it is unsuitable for discussion. The notes provide guidance on how to answer questions about being gay – that it is natural and nothing to be ashamed of, and that we shouldn't make fun or discriminate because it's against the law (under the Equality Act). Questions about gay sexual relationships would not be read out and would be set aside as not age appropriate.

We hope that the information provided here is useful. It is important to note that Relationships Education is statutory in primary schools and that there is no parental right of withdrawal from these lessons.

## Appendix 2: Medium Term Plans

### PSHEE Ground Rules\*

- We make sure everyone feels listened to
- We join in, we share our views
- We understand others have different views to us
- We know we can ask questions if we want to
- We understand everyone has the right to 'pass'
- We use the correct vocabulary if possible; if we are not sure we ask
- We do not name names
- We know we can ask for more help and advice if we want to

### Handling complex issues safely in the PSHEE classroom\*

#### Autumn

Health & Wellbeing	Evidence
Prep Planners	
Wellbeing Charter & Wellbeing Webs	
Prevention of Bullying	
School Council	
Internet Safety & AUP	
Fundamental British Values	
Current Affairs	
Health & Wellbeing:	
Mental Health and Emotional Wellbeing*	
Health Education*	
*Resources in Google Classroom	
Other topics covered:	



## Spring

Relationships	Evidence
Setting Goals	
Wellbeing Charter	
Prevention of Bullying	
School Council	
NSPCC – Number Day	
Cyber bullying and Safer Internet Day	
Fundamental British Values: Tolerance and Diversity	
Current Affairs	
<b>RSE*</b>	
*Resources in Google Classroom	
Other topics covered:	

## Summer

Living in the wider world	Evidence
Wellbeing Charter & Wellbeing Webs	
Prevention of Bullying	
School Council	
Current Affairs	
<b>Living in the wider world *</b>	
Rights (and the Law)	
Community (responsibility)	
Environment	
Careers (Form 1 & 2/Year 7 & 8)	
Media & the economy	
Money	
Drugs & Alcohol (Form 1 & 2/Year 7 & 8)	
*Resources in Google Classroom	
Other topics covered:	

