

Relationships and Sex Education and PSHE (Senior and Sixth) Policy

Berkhamsted Senior Schools & Sixth

Revision and Terminology: Please refer to the School's Policies Policy.

Policy owner:	Vice Principal and Deputy Head Pupil Wellbeing and Personal Development
Type of policy:	Regulatory
Regulatory Body:	Department for Education / Independent Schools Inspectorate
Relevant Legislation / Guidance:	Please refer to list within the policy document
Last reviewed by / date:	Exec on 25 April 2024
Last approved by / date:	Governors' Education Committee on 16 May 2024 Full Governors on 22 June 2024
Next review due:	Trinity 2027
This version published:	Published: 4 July 2024 Effective from: 1 September 2024
Circulation:	<ul style="list-style-type: none"> <li style="width: 50%;">✓ All Staff & Governors <li style="width: 50%;">✓ Inspection Portal <li style="width: 50%;">✓ School Website <li style="width: 50%;">✓ Parent Portal <li style="width: 50%;">✓ Senior & Sixth Pupils
Linked Policies:	<p>Child Protection and Safeguarding Curriculum</p> <p>Equal Opportunities</p> <p>Relationships Education and PSHE (Preps)</p>

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Scope of this policy

I Policy Context and Rationale

- 1.1 This policy covers the Senior Schools (Boys, Girls and Sixth) within the Berkhamsted Schools Group, collectively referred to in this policy as “the School”, and sets out the School’s approach to Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) delivery. At Berkhamsted, in the Senior and Sixth these areas of the curriculum are covered in a subject called “Personal Development”. This is a subject delivered by specialist teachers from Year 7 to 11 and in the form of a lecture programme in the Sixth followed up by discussions in Tutor groups.
- 1.2 Personal Development reflects the School’s ambitious aim to ‘develop remarkable people’. The approach seeks to combine excellent teaching and learning of statutory RSE and PSHE topics, within a broader, holistic focus. Through this lens, we aim to enhance each pupil’s confidence and agency. This will be achieved by supporting them in developing a deeper understanding of the social issues that surround being a teenager in Britain in the 2020s. By doing so, we hope to prepare them for life beyond school by accumulating a specific set of knowledge that enhances their employability, while nurturing the softer skills essential to forming successful relationships across a diverse set of contexts.
- 1.3 It has been developed through consultation with staff, pupils and parents through (but not limited to) the following channels:
 - 1.3.1 departmental review and feedback,
 - 1.3.2 departmental training via the PSHE Association,
 - 1.3.3 parent focus group,
 - 1.3.4 student voice,
 - 1.3.5 wellbeing surveys and
 - 1.3.6 ongoing feedback from pastoral teams.
- 1.4 Personal Development education provides a significant contribution to the School’s responsibility to:
 - 1.4.1 promote children and young people’s wellbeing
 - 1.4.2 achieve the whole curriculum aims
 - 1.4.3 promote community cohesion
 - 1.4.4 provide careers education
 - 1.4.5 provide relationships and sex education
 - 1.4.6 actively promote fundamental British values (see 1.6)
- 1.5 The policy is informed and underpinned by the School’s values of Aiming High with Integrity, Serving Others and Being Adventurous. The Personal Development and RSE programme aims to develop:
 - 1.5.1 Successful learners who enjoy learning, making progress and achieving
 - 1.5.2 Confident individuals who are able to live safe, healthy and fulfilling lives

- 1.5.3 Responsible citizens who make a positive contribution to society
 - 1.6 Berkhamsted School is designated as a school of a particular religious character. The Church of England Foundation of Berkhamsted School, which underpins its values, requires the teaching and living out of the values of individual liberty, rule of law, mutual respect and tolerance. Pupils are also taught explicitly about British Values which are defined as:
 - 1.6.1 Democracy & the rule of law
 - 1.6.2 individual liberty
 - 1.6.3 mutual respect
 - 1.6.4 and tolerance of those of different faiths and beliefs.
- These values are taught explicitly through Personal Development as well as through the School's broad and balanced curriculum.
- 1.7 Parents are consulted on this policy and the Personal Development curriculum and the policy is made available through the school website and parent portal.
 - 1.8 Parents are emailed regularly to be informed about the content of lessons and parents are encouraged to contact the Head of Personal Development if they have any questions or wish to see specific materials being used in lessons.

2 Legislation (Statutory Regulations and Guidelines)

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - 2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
 - 2.2.1 Promote the wellbeing of pupils at the school
- 2.3 Revised Department for Education statutory guidance ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), DfE 2019) states that all schools, including independent schools, must deliver:
 - 2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3 Roles and Responsibilities

- 3.1 The RSE and Personal Development delivery across the Senior and Sixth is monitored by the Head of Personal Development.

4 Curriculum Design

4.1 The curriculum in the Senior and Sixth is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Senior	Sixth
Personal Development Department led by HoD	Personal Development Programme led by Deputy Head of Sixth and Head of Personal Development
<ul style="list-style-type: none"> - Personal Development Curriculum delivered by specialist teachers in weekly timetabled lessons via a spiral programme - Weekly tutor periods addressing topical issues affecting young people - Assemblies and Chapel services addressing a range of Personal Development issues through involvement in the life of the school and wider community - Personal Development through pastoral care 	<ul style="list-style-type: none"> - Personal Development Curriculum delivered by external speakers and supported by the Personal Development Department - Pupil and staff led assemblies and Chapel Services addressing a range of Personal Development issues - Personal Development through pastoral care and guidance - Personal Development through involvement in the life of the school and wider community
<p>Best Practice in RSE and Personal Development Education:</p> <ul style="list-style-type: none"> - Any new topic in Personal Development will be introduced taking into account pupils’ prior knowledge - Research shows that attempts to scare or shock young people into making healthy choices rarely work and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices - Pupils are helped to make connections between Personal Development education and their ‘real life’ experiences. 	

5 Safe and Effective Practice

5.1 Personal Development and RSE often draw on pupils’ ‘real-life’ experiences. A safe and supportive learning environment is created by establishing ground rules in each context for the delivery of subject material. Staff delivering Personal Development and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team or the DSL, and will adhere to the School’s Child Protection and Safeguarding Policy.

6 Equality of Opportunity

- 6.1 Classroom practice and pedagogy takes into account pupils' age, ability, readiness, faith perspective and cultural background. Pupils with SEND and EAL are adjusted for to enable all students to access the learning. The School uses Personal Development and RSE education as a way to address diversity issues and to ensure equality for all by considering contextual issues identified through our pastoral management system and wellbeing surveys. Personal Development and RSE delivery is designed to comply with the Equality Act 2010 – as such the School must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Provisions within the Equality Act 2010 allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics. The School, could, for example, consider taking positive action to support LGBT pupils if there was contextual evidence that they were being disproportionately subjected to homophobic bullying..
- 6.2 Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum (see section 9 below).

7 Definition of Relationships and Sex Education (RSE)

- 7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 7.2 RSE is an entitlement for all children and young people and must:
- 7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
 - 7.2.2 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). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning lessons;
 - 7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
 - 7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
 - 7.2.5 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
 - 7.2.6 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

- 7.2.7 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- 7.2.8 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- 7.2.9 Be delivered by competent and confident educators;
- 7.2.10 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery of RSE Overview

Senior	Sixth
Personal Development department lead by HoD Coordination with Heads of Biology, Food and Nutrition and Religion and Philosophy Coordination with the Head of Senior School Careers / Sixth Careers Coordinator	Deputy Head of Sixth and Head of Personal Development Coordination with the Head of Senior School Careers / Sixth Careers Coordinator
<p>The aim of RSE in Senior and Sixth is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.</p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)</p>	

9 Parents' right to withdraw their child

- 9.1 Parents **will not** be able to withdraw their child from relationships education.
- 9.2 At secondary school level parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

- 9.2.1 Before granting such a request, the Headteacher may meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.2.2 The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
- 9.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- 9.2.4 The Headteacher of the relevant School will keep a record of all such decisions in the relevant SMT Teams files.

10 Intended Outcomes

- 10.1 As a result of our Personal Development and RSE programme, pupils will:
 - 10.1.1 Develop the knowledge, skills and attributes they need to manage their lives now and in the future
 - 10.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
 - 10.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
 - 10.1.4 Understand the importance of wellbeing, mental health and how to tackle issues that can affect their ability to learn
 - 10.1.5 Focus on the importance of building healthy and positive relationships
 - 10.1.6 Develop skills such as teamwork, communication and resilience
 - 10.1.7 Be encouraged to make positive contributions to their families, schools and communities
 - 10.1.8 Explore differences and learn to value diversity in all its forms
 - 10.1.9 Reflect on their own individual values and attitudes
 - 10.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
 - 10.1.11 Learn about the world of work
 - 10.1.12 Learn to manage their money and finances effectively

11 Monitoring and Assessing

- 11.1 Monitoring:
 - 11.1.1 The Personal Development Department is reviewed on a 2-yearly basis as part of the School departmental review plan. The review is comprised of lesson observations, Parent consultation, pupil voice interviews and a departmental report.

11.2 Areas for assessment:

- 11.2.1 Pupils' knowledge and understanding is assessed through classroom discussion and formative activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations etc.
- 11.2.2 Application of knowledge and skills is seen in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for Personal Development and RSE to ensure it is up to date and relevant.

12 Confidentiality

- 12.1 Pupils are made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

13 Counselling Services

- 13.1 Pupils are made aware of counselling and chaplaincy services both in and out of school and signposted towards appropriate information and support.

14 Outside Speakers

- 14.1 Please refer to Appendix 7 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

15 Policy Review

- 15.1 This policy is reviewed in accordance with the regulatory cycle of inspection at least every 3 years, or earlier if required due to legislative changes or to reflect changes in practice. This process will include obtaining input from all members of the school community including pupils, parents, staff and governors.

Appendix I - Senior School – Example Curriculum Map of Personal Development and RSE

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
	Health & wellbeing	Relationships	Living in the wider world	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school	Diversity Democracy, Criminal Justice System, Diversity, challenging prejudice, British values	Developing skills and aspirations Growth mindset, empathy, metacognition, skills for employment	Health and puberty Healthy routines, puberty, managing emotions, loss and grief	Building relationships Managing friendships, bullying, bystanding, self worth, consent	Financial decision making Gambling harm prevention, cyber security, ethical businesses, fast fashion
Year 8	Drugs and alcohol Staying safe, risk-taking behaviours, growing independence	Discrimination Rights & responsibilities, Equality Act 2010, human rights, extremism	Community and careers Careers choices, pathways, voluntary work and goal setting	Emotional wellbeing Managing group influence, healthy & unhealthy coping strategies, online stress, digital habits	Identity and relationships Dealing with conflict in relationships, respectful vs hurtful behaviours, consent	Digital literacy Decising what to watch, age ratings, portrayal of relationships in the media
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, peer on peer abuse, gangs and 'group think', risks of carrying knives, alcohol and drug use	Respectful relationships Families, communication in relationships, forced marriage, femal genital mutilation, roles and responsibilities of being a parent	Setting goals GCSE and career options, goal setting, employment pathways	Healthy lifestyle Physical and mental health, self-image, wellbeing practices, digital behaviours in the family household	Intimate relationships Beginning relationships, consent, contraception, the risks of STIs, safe behaviours online	Digital Citizenship Fact and fiction, disinformation and misinformation, bias, filter bubbles, echo chambers
Year 10	Mental health Strategies for positive mental health, emotional wellbeing, homelessness and self-identity	Healthy relationships Healthy and unhealthy relationship values, intimacy, celibacy, harmful behaviours, sharing images online, thinking critically	Financial decision making Effective ways to save, budget and manage time, gambling, debt, fraud and cybercrime	Exploring influence Pressure, persuasion and coercion, managing peer influence, impact of alcohol on decision making	Addressing extremism and radicalisation Equality Act 2010, communities, inclusion, belonging, filter bubbles, radicalisation	Career Pathways Local labour markets, employment trends, further and higer education pathways
Year 11	Building for the future Managing change, causes and effects of stress, disordered eating, gender, sexuality and race, thinking critically and disagreeing well	Communication in relationships Relationship values, consent, contraception, pornography, harassment, recognising abusive behaviours	Next steps Preparation for work - CV writing, interview technique and making applications, managing online presence and work/life balance	Financial independence Earning money, spending & budgeting, managing, borrowing, insurance, inheritance, risk, keeping money safe	Families Building lasting relationships, parenting, fertility, pregnancy outcomes, blood, organ and stem cell donation, guide to UK Parliament	Study Leave

Appendix 2 - Sixth Form – Example Personal Development and RSE Lecture Programme

	Date	Week	Personal Development Lecture Programme
Health & Wellbeing	5-Sep	*1 LECTURE	John Hoskison - Motivation, making choices
	11-Sep	*2 LECTURE	SDI Introduction - Sarah to introduce PD, Becky & Anna to introduce SDI, Sadia to share link, students complete in rooms (to be monitored by sixth staff, students can leave when done)
	18-Sep	*1 LECTURE	Emotional intelligence (Learning Leaders - Georgie Fienberg)
	25-Sep	*2 WORKSHOP	SDI Assessment - reviewing own results, use Mon and Weds workshops to review, looking for similarities & differences
	2-Oct	*1 WORKSHOP	Cultural diversity - use 2 Flair videos with supporting materials/resources for Sixth
	9-Oct	*2	House Music 14:00- 16:20 In Centenary Theatre
	16-Oct	*1 WORKSHOP	Cultural diversity at Berko - use remaining two 2 Flair videos with supporting resources
Relationships	6-Nov	*1 LECTURE	Mungo Dunnett - lecture on employability
	13-Nov	*2 WORKSHOP	Just One Thing - Reflections & Next Steps
	20-Nov	*1 LECTURE	Consent lecture - documentary - Zara McDermott
	27-Nov	*2 WORKSHOP	Consent - Is this rape? Show video. SMLO intro done in Tues tutorial week before
	4-Dec	*1 LECTURE	Post 16 Options - Degree apprenticeships - Warwick Univ and speaker
	11-Dec	*1 LECTURE	Emma Cole - Living with HIV
Living in the Wider World	8-Jan	*2 WORKSHOP	Flair workshop - using Jeffrey Boakye video on inclusion and diversity
	15-Jan	*2 WORKSHOP	Continue on Future Learn course
	22-Jan	*1 LECTURE	Holocaust - Roger Moorhouse - launch of academic writing competition
	29-Jan	*1 LECTURE	Investin lecture- CVS
	5-Feb	*2 WORKSHOP	Berkhamsted Prize for Argument - Old Hall 1420-1620. Remainder - targeted Unifrog session, CV writing
	12-Feb	*1 LECTURE	Study Skills
Health & Wellbeing	26-Feb	*2 WORKSHOP	Financial Choices - workshop activities - What are the key questions from students?
	4-Mar	*1 LECTURE	Financial Education - Preparing for the next stage (Castle Chapel)
	11-Mar	*1 LECTURE	Character development BKS (Deans' Hall)
	18-Mar	*2 WORKSHOP	Driving online course
	25-Mar	*1 LECTURE	Daniel Spargo-Mabbs - Drugs education (Deans' Hall)
Relationships	15-Apr	N/A	Yr12 Exams DHALL EXAMS
	22-Apr	N/A	Yr12 Exams DHALL EXAMS
	29-Apr	* T Assignment	Perfect interviews during PD / others set an assignment on UNIFROG - Uni shortlists DHALL EXAMS
	6-May	N/A	BANK HOLIDAY
	13-May	*1 LECTURE	GamEd Patrick Foster DHALL EXAMS (Castle Chapel)
	20-May	*1 LECTURE	Sixth House Debating Final DHALL EXAMS (Castle Chapel)
Living in the Wider World	3-Jun	*2 WORKSHOP	Continuation of Future Learn courses DHALL EXAMS (Castle Chapel)
	10-Jun	*1 LECTURE	Jane Simons - Personal Statements DHALL EXAMS (Castle Chapel)
	17-Jun	*2 WORKSHOP	Personal Statement drafting DHALL EXAMS
	24-Jun	*1 LECTURE	Simon Parker - Adventure
	1-Jul	*1 LECTURE	Hypnotism