

PSHEE and RSE Policy



LORD
WANDSWORTH
COLLEGE

PSHEE AND RSE POLICY

Staff member responsible for review	Revision Date	Approved by	Approval Date	Reason
ACB / JMM	06/07/2021	Governors	01/09/21	New Policy
RSRP	November 2022	Governors	30/11/22	Reviewed and updated
RSRP	March 2023	R&SC	3 May 2023	Minor review to FBV/SMSC (p5), Parents (p7) & Curriculum Overview (p14)

PSHEE and RSE Policy

Content and Rationale

This policy covers Lord Wandsworth College's approach to Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural Education (SMSC) and Relationships and Sex Education (RSE). Collectively this is known as Life Education at Lord Wandsworth College.

It was produced by the Head of Pupil Wellbeing and PSHEE through consultation with members of SLT and pastoral staff, parents and pupils.

PART A: PSHEE

Pupils have been involved in the creation and review of the outline scheme of work through questionnaires and interviews.

Key needs identified by pupils were more comprehensive RSE lessons with more opportunity for questions.

Pupils identified that PSHEE was a core subject needing more time in the curriculum

The Scheme of Work will be reviewed at least annually.

Policy Availability

Parents and carers will be informed about the College's approach to Life Education via an annual introduction to PSHEE letter, biweekly updates and via the LWC website and the College's VLE

This policy is available to staff, pupils, parents and carers via the VLE. A paper copy can be obtained from Reception.

Policy Aims and Objectives

Lord Wandsworth College's overarching aims and objectives for our pupils are as follows:

"Lord Wandsworth College is a socially inclusive, non-denominational boarding and day Foundation school for boys and girls. We focus on the needs of each individual, while developing in each child a concern for others and a love for and loyalty towards the school community. We ensure that each pupil shapes their values and aspirations within a stimulating and supportive environment, and strive constantly to improve the quality of teaching and learning.

We aim to equip pupils with character attributes, passion, resourcefulness, independence, skills, knowledge and qualifications so they can become the best possible version of themselves and make a great contribution to a changing world.

LWC should reach out and become known as a leading and opinion-forming school, in principle and in practice."

This policy supports the College's overarching aims and objectives through the development of the scheme of work that promotes character education and supports A2RH, our Community Beliefs and fundamental British values (FBV). See Appendix A for an example of the outline scheme of work.

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Our approach to our Life Education (PSHEE) programme promotes and is underpinned by the College's Community Beliefs:

- **I will be courageous in doing what is right**
- **I will respect myself, others and the environment**
- **I will encourage others to be who they are**
- **I will be aware of and inclusive of others**

Lord Wandsworth College recognises that young people today are growing up in an increasingly complex world and living their lives in parallel on and off-line. This presents both positive and exciting opportunities, but also potential risks. Through the PSHEE curriculum we aim to ensure that our pupils are educated to know how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive and fulfilling way.

Creating a Safe and Supportive Learning Environment

We will create a safe and supportive learning environment by establishing the following ground rules:

- Each class follows an 'LWC PSHEE Charter' which covers the following:
- **Openness:** We will be open and honest, but not discuss directly our personal lives. We will discuss examples and scenarios but will use anonymity.
- **Keep the Conversation in the Room:** We will feel safe discussing issues knowing that what is discussed will stay in the classroom unless there is a concern that pupils are at risk, in which case our Safeguarding Policy will be followed.
- **Non-judgemental approach:** We can disagree, but we will not judge or make fun of anyone else. We will challenge the opinion not the person.
- **Right to pass:** No-one will be put on the spot and has the right to pass on answering a question.
- **Make no assumptions:** We will listen respectfully and not make assumptions about people's values, life experiences or feelings.
- **Using appropriate language:** We will use correct terms rather than slang and if not sure of the correct term we will ask the teacher.
- **Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to cause another person to feel uncomfortable.
- **Seeking help and advice:** if we need further help and advice, we know how and where to find it both in school and in the community. We will support others in seeking help and support when needed.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by being able to talk to an appropriate adult (e.g. Tutor / Houseparent / Matron/ Counsellor)

The member of staff delivering the education will be sensitive to how pupils react to the topics being covered.

This policy is informed by the College's Safeguarding and Child Protection Policy and safeguarding referrals will be made as appropriate to the DSL or one of the Deputy DSL's.

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Entitlement and Equality of Opportunity

- In accordance with the College's Equal Opportunities Policy we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. All pupils have access to the same Life Education programme (PSHEE/SMSC/RSE education). Differentiated tasks and modified materials will be used when appropriate as well as specific individual support (e.g. for SEND/EAL pupils) in order to enable all pupils to access the learning.
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access the Life Education (PSHEE/SMSC/SRE) provision.
- We promote diversity and inclusion and will consider all pupils' needs through development of an appropriate scheme of work. We expect our pupils to consider others' needs in accordance with A2RH, Character Education and our Community Beliefs.
- We will use Life Education (PSHEE) as a way to address diversity issues and to ensure equality for all by providing opportunities for pupils to explore these issues.
- Parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see [government proposals for new teaching requirements](#).
- We recognise the right for all pupils to have access to Life Education (PSHEE) learning which meets their needs.
- We will ensure that pupils with SEND and EAL receive access to PSHEE through the provision of appropriate materials and support.
- We will not exclude access to PSHEE for any pupil by delivering it to all pupils during a regular timetabled period. Resources for the pupils are on One Note where they can use the Read&Write Software to support their learning needs.

The overarching aim for PSHE education is to provide pupils with:

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

PSHE Education makes a significant contribution to the development of a wide range of skills:

- The interpersonal skills required for self-management.
- The interpersonal skills require for positive relationships in a wide variety of settings.
- The skills of enquiry, critical thinking and creativity.
- Literacy and numeracy skills in a variety of contexts.

Learning and Teaching (Principles and Methodology)

- Lessons will start with a baseline assessment and end with a plenary/ revisiting the baseline assessment to demonstrate progress whenever possible. Challenges and tasks /targets will be set to put their learning into practice.

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- PSHEE newsletters will be sent to parents termly to ensure that PSHEE education is a collaboration between parents and the College.
- PSHEE lessons will reinforce positive choices rather than using negative messages about young people and using scare or shock tactics. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.
- It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.
- We will make links to other areas of the curriculum by using resources such as Chameleon PDE and Thoughtbox and which bring interconnectivity, values and a global perspective to PSHE education.

Cross Curricular links

We acknowledge that there are many links to be made between PSHEE, RSE and Citizenship and other subject areas: English, Maths, Science (particularly sex education and drug awareness), ICT, History, Geography as well as enhancing the understanding of the economy. There is also considerable overlap between the programme for religious education and the aims of PSHEE and citizenship. Many of the learning objectives can be met while developing skills required for other subjects.

Fundamental British Values and SMSC

British values, values education and SMSC are all closely linked.

PSHE/Personal development/health and wellbeing lessons all lend themselves well to these areas in addition to other areas of the curriculum.

The PSHEE lessons note the main values and skills that can be practised in the lessons. The Head of PSHEE holds a mapping document to monitor and track the most significant FBV and SMSC within each of the lesson, although arguably, 'rule of law' and 'democracy' and 'individual liberty' are in every lesson within the PSHEE Charter. The level of reflection, discussion and team work also ensure that the social and spiritual elements of SMSC are included in all lessons.

Learning and Teaching (Planning)

For more details see Appendix A

Learning and Teaching (Timetabling)

- We allocate 50 minutes per fortnight of curriculum time to Life Education (PSHEE/SMSC/RSE).
- Our Life Education (PSHEE) takes place as one 50-minute timetabled session per fortnight for each year group plus some form time.
- Our Life Education (PSHE education) is provided as a programme where some topics are explored in greater depth and with greater complexity as the pupils mature (see example outline scheme of work Appendix A)
- Our PSHE education provision is mapped and planned effectively to provide a programme which is coherent across the year groups, where the level of demand increases, and learning is progressively deepened.

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- Our provision is further enriched through the use of form time, house, year and school assemblies and year group talks. Focus days, workshops and Parental Engagement talks and PSHEE newsletters to explore topics further.

Learning and Teaching (Assessment)

- Assessment in this area of the curriculum can be considered contentious as we are making judgments about a pupils' personal qualities, values, knowledge and 'life skills'. However, some form of measure as to whether learning has been effective is assessed on an on-going basis brought about by questioning, observation of pupils working, discussion with the pupils, pupil surveys and where applicable, marking their written work.
- The most meaningful assessment for PSHEE is ipsative assessment which compares the pupil's results against their previous results. This is where a pupil considers their knowledge, skills, attitudes and values at the beginning of a lesson, topic, term or year, and then reflects on how these have changed as a result of the teaching input.
- Regular baseline assessments and pupil surveys are used to inform future planning.
- LWC use resources from 'Chameleon PDE' who provide a flexible and adaptable Personal Development Education programme. Chameleon have developed a pupil survey which can be used to obtain information from your pupils in relation to their health and wellbeing and the effectiveness of your personal development teaching programme.
- 'Chameleons' tried and tested survey will be processed for LWC pupils. The results can be used to create a bespoke teaching programme allowing for more alignment with student needs.

Learning and Teaching (Teacher Responsibility and Training)

- The programme will be led by the Head of Pupil Wellbeing and PSHEE.
- It will be taught by specific staff or the Head of PSHEE or visiting speakers.
- It will be supported by Tutors, Heads of Year and Houseparent and parents and guardians
- Teachers responsible for teaching Life Education (PSHEE) will receive training through INSET, the PSHE Association, UK Feminista, webinars and conferences as well as the provision of detailed teaching materials in advance of lessons so that effective preparation can take place.
- We will also use external contributors in specific areas of expertise such as RSE and life learning experiences such as Drugs and Alcohol to enhance the curriculum.
- We will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors will be part of a planned, developmental programme rather than a substitute for it.
- When using external speakers to deliver aspects of our Life Education (PSHEE) programme we will ensure that they are suitably checked and escorted in accordance with the College's Visitor and Visiting Speaker Policy.

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Learning and Teaching (Confidentiality and Handling Disclosures)

- Due to the nature of Life (PSHE) education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.
- We will set the ground rules at the start of every lesson with the PSHEE Ground Rules as specified in 'Creating a Supportive Environment'
- We will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report
- If a pupil makes a disclosure we will ensure that the procedures detailed in the Safeguarding and Child Protection Policy are followed.
- External speakers will be instructed in advance in how to report any Safeguarding disclosures according to the Safeguarding and Child Protection Policy.
- The Senior Deputy Head, Deputy Head Pastoral, Chaplain and Houseparents will be made aware of External Speaker visits and any lessons which are particularly sensitive or where vulnerable pupils may be affected.
- School nurses who are part of the PSHEE team are all fully aware of and adhere to the College's Safeguarding Policy whilst supporting in the classroom.

Teaching and Learning (Responding to Pupils' Questions)

- It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Pupils' questions will be answered honestly and openly, taking into consideration their prior learning and readiness.
- If necessary, teachers can ask a pupil to wait for an answer to give them time to consult with the College's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')
- Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.
- We will allow pupils to raise anonymous questions through the use of an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. Pupils are also familiar with and able to use the online support CEOP and are made aware at the end of each lesson of channels of support both inside and outside of school.

Teaching and Learning (Links to Other Policies and Areas of the Curriculum)

This policy supports/complements the following policies In Appendix B

Learning in Life Education (PSHEE) classes will link to/complement learning in a range of subjects. See Appendix B.

Involving Parents and Carers

- We are committed to working with parents and carers.
- The New PSHEE and RSE Policy was drafted in May, June and July 2021 and a working party of parents met and were consulted on the policy.
- Parents were consulted in February 2023 on the latest updates on the PSHEE/RSE policy.

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- We will offer support by ensuring that the LWC Parental Engagement Programme fully supports and enhances the PSHEE Curriculum and that the Head of PSHEE works closely with the Deputy Head Pastoral in managing the programme.
- We will communicate with parents and carers through the termly PSHEE newsletter online which reflects the content and learning outcomes as well as useful resources for parents to deepen their understanding of the current topic.
- We will encourage discussion of topics at home by offering discussion points and resources in the PSHEE newsletter.
- We will communicate to parents about their right to withdraw their children from RSE education by including it in the PSHEE survey and annual letter sent out to all parents. If a parent wishes to withdraw their child, they will be asked to put it in writing to the Headmaster and to have a discussion with the Deputy Head Pastoral. Before granting any such request the Deputy Head Pastoral will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented.
- Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will ensure the parents understand their responsibility in delivering the same standard of RSE at home.

Review Date

- This policy and the scheme of work will be reviewed at least annually. The scheme of work will be amended to develop and improve the programme and to enable emerging issues to be built into the curriculum and explored by the pupils.
- The policy and scheme of work will be reviewed by the Head of Pupil wellbeing and PSHEE.
- This will ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

PART B: RSE

Rationale and ethos

- This policy covers LWC's approach to Relationships and Sex Education
- It was produced by the Head of PSHEE through consultation with pupils, parents and staff.
- We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of PSHEE.
- A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- RSE is delivered through the PSHEE programme in a timetabled lesson once every 2 weeks. In addition, Lower Sixth and Upper Sixth pupils have a programme of visiting speakers in the Forum Lectures delivered once every 2 weeks. 1st – 5th Form pupils also have the opportunity to engage with External Speakers and Companies during PSHEE timetabled lessons as well as at other periods in the school year such as Half Day workshops and Induction.

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- The College believes that effective Relationships and Sex education is essential if young people are to make well informed decisions about their lives. The objective of RSE is to help and support the pupils through their physical, emotional and moral development enabling them to respect themselves and others and also to move with confidence from childhood through adolescence into adulthood. Relationships and Sex Education at LWC will help pupils to develop the skills and understanding they need to lead confident, healthy and independent lives.
- RSE will also promote the spiritual, moral, cultural, mental and physical development of pupils at the College which in turn should prepare them for the opportunities, responsibilities and experiences of adult life.
- It is the College's belief that effective RSE does not encourage early sexual experimentation; instead, it teaches pupils to understand human sexuality and to respect themselves and others. It also helps to build up confidence and self-esteem which will enable them to understand the reasons for delaying sexual activity. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life.
- The content of the course is delivered in a non-judgemental, factual way and allows scope for the pupils to ask questions in a safe environment.
- The College makes extensive use of available resources in the delivery of the course content as well as using external expertise - These resources are assessed for the age and maturity of the pupils.
- Every effort is made to ensure that the resources are engaging and relevant, as per resources below created by Public Health England
 - <https://campaignresources.phe.gov.uk/schools/topics/rise-above/resources>
 - <https://www.pshe-association.org.uk>
 - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consentpshe-education-key>
 - <https://www.fpa.org.uk/relationships-and-sex-education>
 - <https://www.sexwise.fpa.org.uk>
 - <https://www.disrespectnobody.co.uk>
 - <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>
- The Health Centre provides medical advice and counselling to individual pupils on various matters pertaining to Sex and Relationships and sexual health.

The College's overarching aims for our pupils are:

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PSHEE and RSE Policy

We aim to equip pupils with character attributes, passion, resourcefulness, independence, skills, knowledge and qualifications so they can become the best possible version of themselves and make a great contribution to a changing world.

LWC should reach out and become known as a leading and opinion-forming school, in principle and in practice."

- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by consulting pupils, parents and staff and regularly reviewing and developing our provision in light of emerging issues.
- We ensure RSE fosters gender equality and LGBT+ equality by developing understanding through our scheme of work (see Appendix A) Staff have an important role to play in modelling positive behaviours. Our College pastoral and behaviour policies support all pupils.

The intended outcomes of our programme are that pupils will:

- know and understand...how their bodies are changing, how they are feeling and why
- recognise healthy relationships and the meaning of consent, to feel empowered to recognise and reject unhealthy relationships both online and in real life.
- develop the skills of communicating effectively about their bodies, health and emotions.
- know and understand the world in which they are growing up, which means understanding that some people are LGBTQ+.
- understand that individuals and their relationships have a right to be respected, and that the law affords them and their relationships recognition and protections.
- understand they have a responsibility to stand up against everyday sexism, misogyny, homophobia, biphobia and transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated.

Roles and responsibilities

- The RSE programme will be led by the Head of PSHEE and overseen by the Education Committee
- It will be taught by the Head of PSHEE and a small team of PSHEE staff, Health Centre staff and visiting experts.
- It will be supported by Health Centre staff, pastoral staff and parents.
- A working party will be made up of parent volunteers.
- All PSHEE staff will be committed to continued learning through CPD. Webinars and Seminars will be regularly attended and disseminated to all PSHEE staff to keep abreast of changing trends.

Legislation (statutory regulations and guidance) font size?

Current regulations and guidance from the Department for Education state that *all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum.*

The RSE policy supports/complements the following policies...

Documents that inform the school's RSE policy include:

- *Education Act (1996)*

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- *Learning and Skills Act (2000)*
 - *Education and Inspections Act (2006)*
 - *Equality Act (2010)*
 - *Supplementary Guidance SRE for the 21st century (2014)*
 - *Keeping children safe in education – Statutory safeguarding guidance*
 - *Children and Social Work Act (2017)*
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- We will ensure RSE is matched to the needs of our pupils by consulting pupils, parents and staff and being aware of emerging issues. We will review our scheme of work regularly (at least annually).
 - Our RSE programme will be planned and delivered through the PSHEE programme, through House and School assemblies and the Science Curriculum and the PE Curriculum in 1st and 2nd Form.
 - At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
 - Our RSE programme will be taught through a range of teaching methods and interactive activities, including group discussions, debates, authentic materials recommended by the PSHE Association, Public Health England Active and Chameleon PDE.
 - Lessons will be differentiated by outcome and participation to ensure the wellbeing and comfort of all pupils
 - High quality resources will support our RSE provision and will be regularly reviewed to ensure that they are relevant and up to date.
 - Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our Community Beliefs.
 - Learning about relationships and sex education in our Life Education programme (PSHE education lessons) will link to/complement learning within the Science Curriculum and the RE Curriculum
 - Pupils will be encouraged to reflect on their own learning and progress by returning to baseline assessments and evaluating their own learning.
 - Assessment in RSE will take the approach that pupils will develop skills, deepen knowledge and grow in confidence each year. Pupils will reflect on their own learning and recognise their own progress.
 - An overview of the learning in each year group can be found in Appendix A

Safe and Effective practice

The same practice will be followed as in the teaching of PSHEE.

Safeguarding

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the DSL and in their absence one of the Deputy DSLs.

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- Visitors/external agencies which support the delivery of RSE will be required to be vetted and accompanied in accordance with the College's Visitor and Visiting speaker Policy.
- External speakers will be instructed in advance in how to report any Safeguarding disclosures according to the Safeguarding and Child Protection Policy.
- The Senior Deputy Head, Deputy Head Pastoral, Chaplain and Houseparents will be made aware of External Speaker visits and any lessons which are particularly sensitive or where vulnerable pupils may be affected.
- School nurses who are part of the PSHEE and RSE team are all fully aware of and adhere to the school Safeguarding Policy whilst supporting in the classroom.

Engaging stakeholders

- As per the PSHEE policy.
- Parents will be informed about the policy via a link on the PSHEE termly newsletter.
- The policy will be available to parents on the VLE.
- We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through offering participation in the RSE Parent Working Party as well as the termly PSHEE newsletter.
- We will notify parents when Relationships and Sex education will be taught in advance.
- Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however if a parent/carer requests that their child be removed from relationships and sex education, permission must be sought from the Headmaster and a discussion will be initiated by the Deputy Head Pastoral to see how we can best support the pupil.
- Before granting any such request the Deputy Head Pastoral will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented.
- Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will ensure the parents understand their responsibility in delivering the same standard of RSE at home.
- Governors will be informed of the RSE policy and curriculum.
- Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils by discussion in PSHEE lessons and questionnaires on Microsoft Form with opportunity for feedback and ideas.

Monitoring, reporting and evaluation.

- Teachers will critically reflect on their work in delivering RSE through departmental meetings and keeping abreast of significant changes, societal issues and current trends in the College.
- Pupils will have opportunities to review and reflect on their learning during lessons as per PSHEE lessons.
- Pupil voice will be influential in adapting and amending planned learning activities through feedback in lessons, in tutor period and in questionnaires. External visitors ask for their own feedback which is shared with the school and allows for reflection and improvement at every stage of delivery.

RSE policy review date

- This policy will be reviewed at least annually.
- It will be reviewed by the Head of PSHEE.

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- This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix A

- The Scheme of Work is not fixed.
- Flexibility is important as it allows us a College to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of pupils.
- The curriculum will proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This will be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise at LWC and in the wider community.

2022-2023 PSHEE Curriculum Overview

	1st- 2nd Form PSHEE Curriculum Topics	3rd -5th Form PSHEE Curriculum Topics	L6th-U6th Form PSHEE Curriculum Topics
Autumn Term	<ul style="list-style-type: none"> • <i>Respectful Relationships including friendships</i> • <i>Families</i> • <i>Values, rights and responsibilities (Black History Month)</i> • <i>Sexual Health/Changing adolescent body*</i> • <i>First Aid*</i> 	<ul style="list-style-type: none"> • <i>Respectful Relationships including friendships</i> • <i>Families</i> • <i>Values, rights and responsibilities (Black History Month)</i> • <i>Intimate & sexual relationship (incl. sexual health)*</i> • <i>4th Form Consent workshop*</i> 	<ul style="list-style-type: none"> • <i>Values, rights and responsibilities (Black History Month)</i> • <i>Future Choices & Money</i> • <i>Sexual Health*</i>
Spring Term	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Internet Safety & Harms</i> • <i>Emotional & Mental Health</i> 	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Internet Safety & Harms</i> • <i>Emotional & Mental Health</i> 	<ul style="list-style-type: none"> • <i>Online life & Media</i> • <i>Careers</i> • <i>Staying safe</i> • <i>Emotional & Mental Health</i>
Summer Term	<ul style="list-style-type: none"> • <i>Keeping safe</i> • <i>Drugs alcohol & tobacco</i> • <i>Sexual health</i> • <i>Personal skills development*</i> 	<ul style="list-style-type: none"> • <i>Keeping safe (gangs, women’s safety)</i> • <i>Drugs alcohol & tobacco</i> • <i>Sexual health</i> • <i>Personal skills development*</i> 	<ul style="list-style-type: none"> • <i>Keeping safe – safety in workplace, exploitation</i> • <i>Sexual health</i> • <i>Personal skills development*</i>

PSHEE and RSE Policy

Government publications

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance, Mandatory in Schools from September 2020)

Guidance on PSHCE:

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

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Specific guidance on Sex and Relationships:

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Guidance on PREVENT:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-dutydepartmentaladvice-v6.pdf

Guidance on Safeguarding: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Equality Act and Schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Mental Health and Behaviour in Schools: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>