



**MANOR HOUSE SCHOOL**  
**PERSONAL SOCIAL HEALTH RELATIONSHIPS AND SEX**  
**AND SEX EDUCATION POLICY**  
**(PSHRSE)**

Date of Issue: **September 2022**  
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Responsibility: Deputy Head

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**Personal Social Health Relationships and Sex Education Policy (PSHRSE)**

**Rationale**

Manor House School aims to develop fully rounded, young people who are healthy, sociable, and emotionally literate. We foster an environment of respect & mutual appreciation of individuality to enable our pupils to flourish. Through our Personal, Social, Health (PSH) curriculum incorporating Relationship, Sex Education (RSE), we aim to equip pupils with the knowledge and skills to stay safe and healthy and achieve their ambitions. Pupils develop skills to allow them to become informed and active citizens, who make a meaningful contribution to society, reflecting our overarching value of 'Love is to Live' and the other school values we aspire to.

The PSHRSE (Personal, Social, Health, Relationships, Sex Education) policy has been produced in line with statutory guidance from the Department for Education, with input from our staff and in consultation with parents. We believe that parents and carers are the prime educators for children's personal development as they navigate today's increasingly complex world. The teaching we provide should be seen as complementary and supportive to the role of parents and carers. We aim to always deliver content in a sensitive, objective, and balanced manner to enable pupils to comprehend the range of social attitudes and behaviour in modern-day society. We are committed to a PSHRSE curriculum that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ and SEND inclusive curriculum. We will also ensure that we consider the religious and cultural background of the pupils we teach. Our whole school curriculum alongside our PSHRSE program, encourages respect for all, including those with protected characteristics as set out in the 2010 Equality Act.

As of September 2020, Relationships Education is compulsory in all primary schools in England. Relationships and Sex Education is compulsory in all secondary schools. PSHE continues to be compulsory in independent schools.

### **PSHRE: Nursery & Pre- Prep**

In the Nursery, PSHRE, is covered through the Early Years Foundation Stage (EYFS) framework. Personal, Social and Emotional Development (PSED) supports children to learn to get along with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

At Manor House School we believe that early PSED has a huge impact on later well-being, learning achievement and economic success.

We base our learning on the seven areas of the Early Years Foundation stage of which PSED is one of the Prime areas. There are three main skills which are reflected in the Early Learning Goals as follows; **Self-Regulation, Managing Self and Building Relationships**. All children are assessed against these at the end of Reception Class.

The younger children are offered the following support to ensure they achieve a good outcome; a strong routine, acknowledgement of feelings, good role models, opportunities to speak and be heard and an encouragement of independence.

The children also follow the Prep School Values. These are taught through their PSED lessons each week in the form of stories, activities, and games.

### **PSHRE: Prep School**

PSHE education in Key Stages 1 and 2 offers learning opportunities and experiences which reflect pupils' increasing independence, physical and social awareness, as they move through the Prep School. It builds on the skills that pupils begin to acquire EYFS to develop effective relationships, protect and enhance their wellbeing, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Lessons have their foundations in seeing each and everybody's value in society and aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community.

Our topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Our resources are in line with the learning outcomes and core themes provided by the PSHE

Association Programme of Study. Our scheme of work covers the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

### **Relationships Education**

Relationships Education is embedded throughout KS1 and KS2 and focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Sex education is introduced in Year 6 within the Growing Up unit.

We focus on:

- how to develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour;
- how to have the confidence and self-esteem to value themselves and others
- the emotional, social and physical aspects of growing up using accurate and factual terminology to support this
- how to establish and maintain positive relationships with each other both on and offline;

### **Health and Wellbeing**

We focus on teaching the characteristics of good physical health and mental wellbeing as a part of normal, everyday life. Pupils are taught the benefits of daily exercise, good nutrition and sufficient sleep, as well as giving pupils the language and knowledge to understand the normal range of emotions everyone experiences. We aim to equip children with the ability to articulate how they are feeling, to talk about their bodies, health and emotions, and determine whether what they are feeling and how they are behaving is appropriate and proportionate.

We consider how pupils can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health problems and staying safe. The positive two way relationship between good physical health and good mental wellbeing, and the benefits of exercise and time spent outdoors is explored. The health and wellbeing benefits of hobbies, interests and community participation are covered, and we discuss the importance of balancing time spent on and offline.

## **Living in the Wider World**

During these units we focus on building respect for ourselves and others and the importance of responsible behaviours and actions.

We learn about

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

An outline of the Prep School PSHRSE curriculum can be found at the end of this document.

## **PSHRSE: Seniors**

In the Seniors, the PSHRSE curriculum continues to follow the core themes of Relationships, Health & Wellbeing and Living in the Wider world, building on pupil's prior knowledge from KS2. The curriculum allows topics to be re-visited and the content expanded as pupils progress through the school. It has a flexible framework to allow for changes to the sequence of delivery and the addition of content, in order for us to address issues that may arise, which we feel pupils need to be aware of. Each PSHRSE session is connected to one of these core themes and the learning objectives are linked to the KS3 & 4 guidance provided by the PSHE Association.

## **Relationships**

As part of Relationships education, pupils are given information to help them develop safe and healthy relationships, with family, friendships with peers and work colleagues. It also covers developing intimate relationships and resisting pressure to have sex (and not applying pressure). It is vital that the information pupils receive regarding sexual matters is factual and accurate. Some sexual education received outside of school can be incorrect and lead to misunderstanding. A balanced view of sexual relationships is presented, including same-sex relationships. Relationships within marriage, civil partnerships or committed relationships are explored. Healthy relationships are an essential part of human wellbeing and our ability to cope and thrive. This core theme also includes information to help pupils understand the changes to their bodies throughout puberty, types of contraception and safer sex, sexually transmitted infections and sexual health. Pupils will develop their understanding of the dangers of unhealthy relationships, domestic abuse, sexual harassment, gender-based violence and FGM. They will gain knowledge of the law in relation to these topics and the issue of consent.

### **Health and Wellbeing**

As part of Health & Wellbeing education, pupils will explore how their health and lifestyle including sleep and diet directly contributes to their overall wellbeing. They will develop strategies for managing worry and anxiety and explore how a growth mindset can help them develop resilience to manage difficult periods of life and positively move forward. They will gain knowledge about drugs and alcohol and substance abuse and consider how best to manage peer pressure.

### **Living in the Wider World**

Living in the Wider World allows pupils the opportunity to understand themselves as learners, and how to make informed decisions about their future GCSE choices and careers. It also provides information about the world of work, employment rights and responsibilities and financial choices. As with the other two core themes pupils also explore the role of the media and technology, which is such huge influence on their lives.

An outline of the Senior PSHRSE curriculum can be found at the end of this document.

### **Delivery**

#### **Nursery and Pre-Prep:**

PSHRSE is covered through the EYFS as part of the weekly PSED lessons.

#### **Prep School:**

In the Prep School, pupils have weekly lessons to ensure coverage of the units of work. In addition to timetabled lessons and assemblies, the ethos behind SMSC and PSRSE is encompassed throughout the curriculum and when specific topics are incorporated within other subjects as is appropriate.

#### **Senior School:**

Our PSHRSE program is an integral part of our provision and is delivered in the Senior School through a combination of 'dropdown' lessons (2 lessons) which will be once every half term, on a rotational basis and in one allocated form time each week. Form Tutors, Heads of Key Stage and teachers attached to year groups, are central to the program. The School Nurse and external speakers, offering expertise, are also invited to present as appropriate.

PSHRSE is also delivered as part of whole school/year group assemblies through the awareness of campaigns such as Anti Bullying Week and LGBTQ- Pride Month. Display boards and active participation in the schools' Supportive Friends groups and current topics related to PSHRSE such as Diversity, Protected Characteristics and Antibullying can be found outside the Mason Block.

Pupils also explore aspects of Health and Wellbeing through Science, PE and Food and Nutrition lessons which complement their learning in PSHRSE. Values

such as kindness, empathy and acceptance are reinforced in RS along with exploring rights and responsibilities.

Extra curriculum activities through Sports or the Arts, offer additional opportunities for pupils to work cooperatively and further develop resilience which is vital to their wellbeing.

Pupils are encouraged to discuss things concerning them with their form tutor(s) or their Head of Key stage, as well as the school ELSA. The Supportive Friends, run by Year 10 & 11 pupils supports girls who are new to the school and those who have asked for extra support, running regular buddy meet ups and being visible at breaktimes and lunchtimes.

### **Monitoring, Reporting & Evaluation**

#### **Prep School:**

Form Teachers are responsible for evaluating the work that their pupils complete in class. This information will contribute to the Form Teacher comments made in Spring and Summer Reports to parents each year. The Form Teacher may employ a range of methods to gather information such as: self-assessment, peer assessment, whole group assessment, teacher assessment and reflection time.

The Head of PSHE in the Prep School will be responsible for ensuring the policy and programmes implemented as agreed and will support pupils' progress.

#### **Senior School:**

We have the same high expectations of the quality of pupils' work in PSHRSE as for other curriculum areas. Where appropriate, baselines assessments of pupil's knowledge will be attained prior to introducing a topic. End of topic factual assessments and self-evaluations will be used to gauge pupil's understanding of content and to allow staff to correct any misconceptions.

Pupil voice will be influential in adapting and amending planned learning activities and this will be gathered through feedback surveys. Time will be allocated to staff reviews of the curriculum, in Key Stage meetings.

Assessment of pupils' understanding of content will be reported to parents as part of the twice-yearly written reports.

#### **Accessibility**

To ensure PSHRSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), when appropriate, we differentiate subject content. Support staff attend PSHRSE sessions when we feel it is appropriate for individuals, to allow for one-to-one questions.

PSHRSE encourages respect for all, including those with protected characteristics as set out in the 2010 Equality Act.

### **Safe and Effective practise**

PSHRSE covers many complex and sensitive issues. It is vital that it is delivered in a safe learning environment, in which a climate of respect, cooperation and support is created. Pupils should have the opportunity to explore their values and share their opinions without negative feedback.

In order to achieve this ground rules, relating to the asking of questions and sharing of opinions are set to ensure respect and sensitivity for all. Distancing techniques such as using scenarios from the PSHE Association, and the Wellbeing Hub will be used to de-personalise discussions. Pupil's will have the opportunity to ask anonymous using an Ask it basket. Teachers will continue to work within safeguarding guidelines and will not offer or guarantee confidentiality. Any child protection issues will be referred to the DSL.

### **Engaging Stakeholders**

The school will initially consult with parents on the policy via an information webinar. The policy will then be available to parents through the school website or a printed copy which can be requested from the office. The policy will be reviewed annually, and parents will be informed of any changes.

To support and engage Parents in the curriculum, they will be informed at the start of each term in writing, about the PSHRSE topics which will be covered. Support for parents in discussing these topics with their child will be given through suggestions of resources to look at. Senior school parents have been invited to sign up to the online Wellbeing Hub which offers a range of resources, podcasts, articles as well as access to monthly webinars from experts and weekly Q& A sessions. Working collaboratively with parents is essential and they are asked to make the school aware of any issues relating to these topics so appropriate support can be given to pupils.

Pupils will be asked to review the individual topics covered in the drop-down lessons and their voice will be used to further refine and tailor our PSHRSE programme to match their different needs.

### **Parental Right to Withdraw from RSE element of PSHRSE**

As of September 2020, Relationships Education is compulsory in all primary schools in England. Relationships and Sex Education is compulsory in all secondary schools. PSHE continues to be compulsory in Independent schools. In the Prep and Senior school, parents have the right to request that their child be withdrawn from some or all of statutory sex education. Parents have this right up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms.

If a parents wishes to withdraw their child from sex education, they must adhere to the following process:

Parents should book an appointment to meet with Ms Fantham (via her PA Mrs Tunstall). They will have the opportunity to review and discuss the content that will be covered. Ms Fantham or a delegated member of the leadership team, will discuss the benefits of pupils accessing the content of these lessons. We expect that parental concerns will be alleviated by this discussion. Should a parent still wish to withdraw their child after this then the school will respect the parents' decision.

Parents and carers do not have the right to withdraw from the statutory Relationships Education or Health Education or the Sex Education covered in the Science curriculum.

The following documents that have informed this policy include:

Equality Act (2010),

Keeping children safe in education – Statutory safeguarding guidance (2016)

This policy will be reviewed in July 2023 and will be reviewed annual

### Prep PSHRSE Scheme of work

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	TEAM	It's my body	Britain	Be yourself	Aiming High	Money matters
Year 2	VIPs	Safety First	Respecting Rights	Growing Up	Think Positive	One World
Year 3	TEAM	It's my body	Britain	Be yourself	Aiming High	Money Matters
Year 4	VIPs	Safety First	Respecting Rights	Growing Up	Think Positive	One World
Year 5	TEAM	It's my body	Britain	Be yourself	Aiming High	Money Matters
Year 6	VIPs	Safety First	Respecting Rights	Think Positive	Growing up	One World

Core Themes	
Health and Wellbeing	
Relationships	
Living in the wider world	



**Senior School PSHRSE Scheme of work**

Date	Year 7	Year 8	Year 9	Year 10	Year 11
Induction	Transition Swanage Trip – team building, developing friendships	Resilience  Positive Anxiety Workshop – YMCA  Drugs and Substance Abuse Talk – Daniel Spargo Mabbs Foundation	Resilience  Positive Anxiety Workshop – YMCA  Drugs and Substance Abuse Talk – Daniel Spargo Mabbs Foundation	Resilience  Positive Anxiety Workshop – YMCA  Drugs and Substance Abuse Talk – Daniel Spargo Mabbs Foundation  Elevate- study skills	Resilience  Positive Anxiety Workshop – YMCA  Drugs and Substance Abuse Talk – Daniel Spargo Mabbs Foundation  Elevate- study skills
Half term 1	Transition  Friendship and kindness  Online friendships	Discrimination	Intimate Relationships	Mental Health- Managing emotions and wellbeing	Next Steps World of work
Half term 2	Communication and Self worth  Diversity and Antibullying	Emotional Well being & Adolescent changes	Media Impact	Communication in relationships and families	Financial decision making
Half term 3	Health, Puberty & Wellbeing	Emotional Wellbeing & Adolescent changes	Setting goals linked to GCSE options	Rights and responsibilities	Stress management and wellbeing
Half term 4	Healthy Relationships	Digital Literacy	Contraception and STI's	Community and careers	Independence
Half term 5	Exploring the influence of the media	Identity and Relationships	Healthy Lifestyles	Leadership.	
Half term 6	E-Safety	Addressing Extremism & radicalisation Democracy	Drugs and addictive substances	Making future decisions	Work Experience

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