



MANOR HOUSE SCHOOL

PERSONAL SOCIAL HEALTH RELATIONSHIPS AND SEX EDUCATION POLICY (PSHRSE)

Date of Issue: **September 2025**

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Responsibility: Head of PSHRSE (Senior and Junior)

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 'To 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.

PSHRSE: Nursery & Pre-Prep

In the Nursery, PSHRSE, 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.

PSHRSE: Prep School

Pupils in Reception continue to follow the EYFS and their PSHRSE experience is firmly rooted in this prime area of learning.

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

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

PSHRSE: Seniors

In the Senior School, the PSHRSE curriculum continues to follow the three core themes of **Relationships and Sex Education, Health and Wellbeing**, and **Living in the Wider World**. Learning builds on pupils' prior knowledge from Key Stage 2 and is revisited and developed as they progress through Key Stages 3 and 4.

The programme is designed with flexibility, enabling teachers to adapt the sequence and content in response to emerging issues, safeguarding concerns, or topical events relevant to pupils' lives. Each session is linked to one of the three core themes and the learning objectives are aligned with the PSHE Association programme of study for KS3 and KS4.

Relationships and Sex Education (RSE)

Pupils learn how to develop and maintain safe, respectful, and healthy relationships with family, friends, peers, colleagues, and in intimate contexts.

The curriculum includes:

- Understanding and respecting different types of committed relationships, including marriage, civil partnerships, and same-sex relationships.
- Recognising the importance of consent, equality, respect, and trust within relationships.
- Exploring the physical and emotional changes of puberty, sexual health, contraception, and prevention of sexually transmitted infections.
- Building resilience against peer pressure, including resisting or not applying pressure to engage in sexual activity.

- Understanding the law in relation to consent, sexual activity, marriage, domestic abuse, sexual harassment, exploitation, gender-based violence, and FGM.
- Challenging myths and misinformation about sex and relationships, ensuring pupils receive accurate, balanced information.

Through this, pupils develop the knowledge and skills to make informed decisions, maintain personal safety, and foster positive wellbeing.

Health and Wellbeing

Pupils explore the interconnections between physical health, mental health, and lifestyle choices.

The curriculum covers:

- The impact of sleep, diet, exercise, and digital habits on wellbeing.
- Strategies for managing stress, anxiety, and change, with an emphasis on resilience and growth mindset.
- Understanding the risks associated with drugs, alcohol, vaping, and other substances, and developing strategies to manage peer influence.
- Building self-esteem, body confidence, and recognising the signs of poor mental health in themselves and others.
- Knowing how and when to seek help and the support available inside and outside school.

Living in the Wider World

This theme helps pupils to prepare for life beyond school by developing their sense of identity, responsibility, and independence.

They will:

- Reflect on their learning styles, aspirations, and career pathways, making informed decisions about GCSE and post-16 options.
- Gain knowledge of the world of work, including employment rights, responsibilities, and workplace equality.
- Explore personal finance, budgeting, savings, and the influence of advertising and consumer culture.
- Develop critical awareness of the media and online environments, including social media, misinformation, digital reputation, and online safety.
- Consider how they can contribute positively to their communities and wider society, both locally and globally.

An outline of the Senior School 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 PSHRSE is encompassed throughout the curriculum and when specific topics are incorporated within other subjects as is appropriate.

Senior School:

PSHRSE is an integral part of our school's provision and is delivered through a combination of dedicated lessons, form time activities, assemblies, and wider enrichment opportunities.

- **Dropdown Days:** Each term, pupils take part in two dedicated 'dropdown' sessions, stepping away from their usual timetable to engage in extended PSHRSE lessons.
- **Weekly Form Time:** Every Thursday, form tutors deliver structured PSHRSE activities during tutor time, supported by year-group staff and Heads of Key Stage.

Teaching and Support

Form Tutors, Heads of Key Stage, and teachers play a central role in delivering PSHRSE, ensuring that lessons are relevant, age-appropriate, and responsive to pupils' needs. The programme is further enhanced by external speakers who bring specialist expertise and provide pupils with access to a wider range of perspectives and experiences. Alongside classroom provision, pupils are actively encouraged to seek support from their form tutor, Head of Key Stage, or the school's Emotional Literacy Support Assistant (ELSA), helping to ensure that PSHRSE is closely linked to the school's wider pastoral care.

Whole-School Approach

PSHRSE learning is reinforced across the wider curriculum and through school culture:

- **Assemblies:** Whole-school and year-group assemblies mark key national and international campaigns such as Anti-Bullying Week and Pride Month, promoting awareness and inclusion.
- **Curriculum Links:** Health and wellbeing themes are embedded within Science, PE, and Food and Nutrition, while values such as kindness, empathy, and respect are explored in Religious Studies.

- **Extra-Curricular Activities:** Participation in Sport, the Arts, and wider enrichment activities provides pupils with opportunities to develop teamwork, resilience, and confidence.

Pastoral Support and Pupil Voice

- **Supportive Friends:** This initiative, led by Year 10 and 11 pupils, supports new pupils and those who request additional help. The group organises regular buddy meet-ups and maintains a visible presence during break and lunchtimes.
- **Pupil Voice:** Display boards and student-led initiatives highlight current PSHRSE themes such as diversity, equality, protected characteristics, and anti-bullying, ensuring pupil perspectives contribute to a positive and inclusive school environment.

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:

In the Senior School, we hold the same high expectations for pupils' work in PSHRSE as we do in other curriculum areas. All pupils complete a baseline test at the start of each topic and an end-of-topic assessment to measure progress and understanding. These assessments are considered alongside the quality of work completed on Showbie and pupils' interactions and contributions in PSHRSE lessons. Together, this evidence informs staff judgements and contributes to the written reports shared with parents. Pupil voice also plays a key role in shaping the programme; feedback is gathered through surveys and used to adapt and refine learning activities. Staff review the curriculum through to ensure that it remains relevant, responsive, and impactful.

Accessibility

To ensure PSHRSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND), content is differentiated where appropriate. Support staff attend PSHRSE sessions when necessary to provide targeted assistance and enable pupils to ask individual questions in a

supportive setting. The programme actively promotes respect for all and explicitly includes consideration of the protected characteristics outlined in the Equality Act 2010.

Safe and Effective Practice

PSHRSE addresses complex and sensitive issues, so it is essential that teaching takes place in a safe and supportive learning environment characterised by respect, cooperation, and trust. Pupils are encouraged to explore their values and share opinions without fear of judgement or negative feedback.

To ensure this, clear ground rules are established at the start of each year regarding the asking of questions and the respectful sharing of views. Teachers use distancing techniques, such as scenarios from the PSHE Association to depersonalise discussions where appropriate. Pupils also have the opportunity to ask questions anonymously.

All staff delivering PSHRSE remain mindful of safeguarding guidelines and do not offer or guarantee confidentiality. Any concerns that meet the threshold for safeguarding are recorded on CPOMS and referred to the Designated Safeguarding Lead (DSL) in line with school policy. Staff also receive regular training and guidance to support the safe, sensitive, and effective delivery of PSHRSE.

Engaging Stakeholders

We recognise that parents and carers are the primary educators of their children in many aspects of personal development, and we aim to work in partnership with them to support pupils' learning in PSHRSE.

Parents are informed about the PSHRSE curriculum through policy documents, curriculum outlines, and opportunities to attend information evenings or workshops where appropriate. We welcome parental feedback and encourage open communication to ensure that the programme meets the needs of our pupils and reflects the values of our school community.

We also provide parents with guidance and resources to help them continue conversations at home, reinforcing the key messages of PSHRSE in ways that support pupils' personal development, wellbeing, and safety.

The policy will be published on the school website, and a printed copy can be requested from the school office. It will be reviewed annually, with parents notified of any updates or amendments. To support and engage parents in the curriculum, an overview of the PSHRSE topics to be covered will be shared in writing regularly throughout the academic year.

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 parent 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 allayed 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 (2025)

Authors

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Prep School 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

Year Group	Topic 1	Topic 2	Topic 3	Topic 4
Year 7	Building Relationships	Coping with Change	Valuing Community	Healthy Body
Year 8	Healthy Lifestyles	Respectful Relationships	Personal Safety	Families and Parenting
Year 9	Drug Awareness	Forward Thinking	Prioritising Wellness	Safe Relationships
Year 10	Financial Wellbeing	Intimate Relationships	Health Empowerment	Planning My Future
Year 11	Preparing for exams and further study	Relationships, Health and Safety	Employment and Pay	Work Experience

Core Themes	
Health and Wellbeing	
Relationships	
Living in the wider world	