



PSHE and RSE Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the policyquery@stpaulsschool.org.uk

Contents

1.	Context.....	3
1.1.	Definitions	3
1.2	Rationale	3
1.3	Supporting documents	3
1.4	Other Policies	4
2.	Policy Aims and Objectives.....	4
3.	Roles and Responsibilities.....	5
3.1	Governors.....	5
3.2	Key Staff	6
3.3	Teachers	6
4.	Creating a Safe and Supportive Learning Environment	6
4.1	Safeguarding	6
4.2	Materials	7
4.3	Teaching	8
4.4	Responding to Pupil Questions	8
5.	Entitlement and Equality of Opportunity	8
5.1	Pupils with special educational needs and disabilities (SEND).....	9
5.2	Lesbian, Gay, Bisexual and Transgender (LGBT) experiences in the curriculum	9
6.	Teaching and Learning of PSHE and RSE.....	9
6.1	Principles and Methodology	9
6.2	Curriculum	10
6.3	Staff Training.....	10
6.4	External Speakers.....	10
6.5	Assessment	11
7.	Relationships and Sex Education	11
7.1	Ethos.....	11
7.2	Aims.....	12
7.3	Legislation	12
7.4	Teaching of RSE	12
7.5	Safeguarding in RSE.....	12
7.6	Parental Rights with Regards to RSE	13
8.	Spiritual, Moral, Social, Cultural (SMSC).....	14
9.	Promoting British Values.....	14
10.	Engaging Stakeholders	14
10.1	Parents, Guardians and Carers.....	14
10.2	Staff	15
11.	Monitoring the Effectiveness of PSHE	15
12.	Policy Review.....	16

1. Context

1.1. Definitions

PSHE stands for Personal, Social, Health and Economic Education.

PSHE has an incredibly broad curriculum. It provides factual information about a range of topics (such as finances, living away from home, personal safety, anti-bullying strategies, physical and mental health, travel safety, insurance, the law, types of government and the UK Parliament, policing and one's rights, the effects of alcohol and drugs, driving, etc.) but it also helps pupils engage with and develop various character traits and skills (such as confidence, empathy, clear judgement, independence of thought and action, appropriate behaviour, emotional literacy, risk awareness, conflict resolution, etc.).

RSE stands for Relationships and Sex Education. RSE fits into the broader PSHE curriculum.

St Paul's understands Relationship and Sex Education (RSE) to be part of the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of the facts about sex, sexuality and sexual health and enhancing pupils' abilities to navigate the narratives that exist within contemporary society around these, so that pupils can make safe and healthy choices that place them in good stead to lead flourishing lives now and in the future.

1.2 Rationale

Guiding pupils at St Paul's through their teenage years is a task parents and all staff at the school share. To support our pastoral care, we offer PSHE (personal, social and health education) in the curriculum, and invite parents to a series of seminars and panel evenings on themes relating to adolescence.

From September 2020 schools were required to deliver RSE education in accordance with the published statutory guidelines. This policy and the PSHE curriculum have been produced with reference to DfE and PSHE Association guidance, particularly 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (updated September 2025). This policy also considers the requirements of the Equality Act 2010.

1.3 Supporting documents

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010; advice for schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained

schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

1.4 Other Policies

This policy supplements and should be read in conjunction with the following school policies:

- SPS Anti-Bullying Policy
- SPS Behaviour, Rewards & Sanctions Policy
- SPPS & SPS Accessibility Policy
- SPPS & SPS Fundamental British Values Policy
- SPPS & SPS Child Protection and Safeguarding Policy and Procedures
- SPPS & SPS Drugs and Other Substances Policy
- SPPS & SPS E-Safety Policy
- SPS Curriculum Policy
- SPS Gender Questioning Children Policy
- SPS Learning Support and Special Educational Needs and Disability
- SPS Mental Health and Wellbeing Policy
- SPS Mobile Phone Policy
- SPS Pupil Voice Policy
- SPS Spiritual, Moral, Social and Cultural (SMSC) Policy
- SPS Social Media Policy
- SPS Suicide Safety Policy
- SPS AI Policy (upon approval and publication)
- SPPS & SPS DEI Policy (upon approval and publication)

2. Policy Aims and Objectives

At St Paul's, we recognise the importance of a pupil's personal and social development, and their health and mental wellbeing. As such, the PSHE Programme seeks to ensure pupils:

- Understand how to recognise and promote their emotional and physical wellbeing;
- Develop their understanding of themselves, their ability to use critical thinking to make informed decisions, and their assessment of the potential consequences of their choices on themselves and others;
- Are encouraged to engage with and understand issues which are appropriate and relevant to them at the different stages of their development;
- Understand how to support one another and themselves as they grow and learn;
- Are encouraged to explore, consider and understand moral and ethical dilemmas;
- Learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment;
- Develop the qualities and attributes needed to thrive as individuals, and as members of their family, their School and wider society – including the school's focal character

- traits of kindness, respect, humility, integrity and resilience;
- Are able to make informed decisions based on tolerance, a respect for and understanding of difference and with an absence of prejudice;
- Are able to react appropriately to different situations;
- Are aware of and have respect for their social and political environment, enabling them to become informed citizens and independent contributors to society;
- Learn how to stay safe and recognise dangers and avoid exploitation, bullying and abuse;
- Understand how to act responsibly online for the protection of themselves and others;
- Are able to recognise the features of healthy and unhealthy relationships;
- Are, in conjunction with Prevent duty guidance, aware of and understand the importance of the fundamental British Values, the dangers of radicalisation and extremism and how young people may be drawn into these ways of life.

For the RSE specific aims and objectives, see Section 7 below.

PSHE and RSE are very much “live” subjects which encourage us to respond to particular events and circumstances that occur both within our community and beyond. The ways in which pupils and staff treat each other throughout the School, at all times, should exemplify the messages delivered formally and informally through the PSHE syllabus and beyond. PSHE is integral to all that we do and is not limited to any one area of the curriculum.

3. Roles and Responsibilities

3.1 Governors

Ultimate responsibility for the school’s PSHE and RSE policy lies with the school governors.

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- RSE is well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- RSE is well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The school will enable Governors to fulfil these responsibilities by providing appropriate information to the Governor’s Education Committee and Safeguarding Sub-Committee at regular intervals or as requested. Updates to RSE provision is now a standing item of the Safeguarding Sub-Committee. The Governor’s Education Committee will review and agree this policy on behalf of the Governing Body.

The school’s policy on PSHE and RSE is subject to review and approval by the Governors’ Education

Committee. Significant updates to the schools PSHE and RSE provision are now also a standing item of the Governor's Safeguarding Sub-Committee.

3.2 Key Staff

The core PSHE department consists of the Head of PSHE, Head of Character Education and Head of Diversity, Equality and Inclusion.

In school, the Head of PSHE is responsible for the creation and implementation of the PSHE and RSE Policy. The Head of Character Education will be responsible for the development and review of the policy.

For certain aspects of the PSHE and RSE Policy the Head of PSHE and Head of Character Education will seek the guidance of the Deputy Head Pastoral and the Head of Diversity, Equality and Inclusion.

The Head of PSHE is expected to report significant updates on the PSHE Curriculum to the school's Education Committee. Specific concerns or updates to the school's policy on the teaching of Relationships and Sex Education may also be considered at the Governor's Safeguarding Subcommittee.

3.3 Teachers

The wider PSHE department includes teachers from different departments across the school and senior leaders who receive appropriate training to carry out the role. Insofar as possible, St Paul's believes that PSHE and RSE should be delivered by teachers who volunteer for the role and who have specialist skills and/or have been provided with appropriate training. However, St Paul's believes that teachers of all subjects can make valuable contributions to the delivery of PSHE and RSE. Extensive teacher guidance is included in all teaching material to ensure it is delivered in a safe and consistent manner. A full list of PSHE teachers will be kept up-to-date and published on the PSHE Intranet page.

4. Creating a Safe and Supportive Learning Environment

4.1 Safeguarding

The school wishes to maintain a specific focus on how children may be taught about safeguarding, including online, as part of a broad and balanced curriculum. Almost all parts of the PSHE and RSE curriculums contribute to pupils developing the skills needed to reduce the risk of harm, including online, and to recognise the signs of danger.

All new fourth form pupils receive an entire unit on 'Safeguarding' in the first half term of their time at St Paul's. The basis of this section is the PSHE Association's 'Something Isn't Right' materials

developed in consultation with the Home Office. The objectives are for pupils to be able to: recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online; explain when, why and how to report abuse and access appropriate support; analyse challenges to seeking support and evaluate support available to overcome barriers. In their first term, all pupils also receive a lesson on personal safety while at school. This lesson has a focus on street safety, theft and staying safe online.

Many other sections of the course deal explicitly with safeguarding issues, for example, those on healthy/unhealthy relationships, consent, suicide prevention and E-Safety. In line with best practice guidelines from Contextual Safeguarding these lessons take relevant opportunities to not only teach pupils about safeguarding concepts and who to contact, but to also make the safeguarding procedures clear and transparent for pupils.

As regards suicide prevention, self-harm and eating disorders, any part of the course which addresses these topics directly will either be delivered by an external provider or will have been created in consultation with mental health professionals. If the latter is used, all staff who are teaching this part of the course will attend training to ensure they have the knowledge and skills to teach the lessons safely.

The school also recognizes that the nature of PSHE lessons means pupils may share information which would not ordinarily be discussed in other lessons. Where possible, this information should be treated sensitively and in confidence. However, teachers should never promise unconditional confidentiality. Instead, teachers should be clear about which circumstances would require them to pass on information. If a pupil offers information that leads a teacher to have a safeguarding concern, normal child protection procedures should be followed in line with the Safeguarding and Child Protection Policy. Teachers should bring any non-urgent issues to the attention of the Head of PSHE.

At the start of each unit, teachers will explain to pupils a range of internal and external sources of information and advice, including a list of people and organisations they can contact with safeguarding concerns. These always include the school safeguarding team and Childline, as well as information about how to make an appointment with the school counsellors. This information will be constantly available to pupils on their digital classroom.

At the end of most lesson, pupils are reminded of where they can turn for further support relevant to the topic being discussed both inside and outside of school. Each unit begins with a discussion of 'ground rules' (see below) in order to create a safe learning environment for the pupils whilst encouraging them to reach out (potentially after the lesson) if they are worried about anything.

4.2 Materials

Teaching materials used in PSHE lessons are created by the core PSHE department. A minority of lessons build upon materials from external organisations (including PSHE Association, Brook, Bold Voices and NatWest). All materials are reviewed by the Head of PSHE and Head of Character Education before being used with pupils. Materials are standardised across the department and those delivering the course are required to first read teacher guidance

documents which ensure safe delivery of content. However, PSHE teachers are also encouraged to be responsive to the needs of their classes, but if they change the course or material in any non-trivial way they should discuss this with the Head of PSHE.

4.3 Teaching

The school recognizes that for PSHE and RSE to be safe and effective, certain 'ground rules' need to be understood by all those that take part. All teachers are asked to discursively establish what the ground rules for their class will be in the first lesson, to post the agreed upon rules in the pupils' digital classrooms and to revisit these when appropriate. They are offered the suggested PSHE Association list to use as a baseline for these discussions, and this includes: everyone has a right to privacy, adopt a non-judgemental approach, there is a 'right to pass', listen to others, be mindful of our language, ask questions, and to seek help and advice when we need it. In order to support the first of these, teachers will receive training in and promote 'distancing techniques' that encourage pupils not to personalize their questions, comments or discussions.

4.4 Responding to Pupil Questions

The school will ensure that pupils are able to ask questions in a way which is safe, appropriate and, when desired, anonymous. This will be done via use of the school's Whisper platform and will be regularly signposted to students. Questions will be checked regularly by the Head of PSHE and Head of Character Education who will flag any immediate safeguarding concerns to the one of the schools' Designated Safeguarding Leads. Other questions and comments will be reviewed during the PSHE weekly meeting and responses sent directly to the pupil via the platform.

5. Entitlement and Equality of Opportunity

In teaching PSHE and RSE, St Paul's will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice.

In line with the Equality Act, the school can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the school could take positive action to support LGBT pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment.

St Paul's is committed to ensuring that PSHE is relevant to our pupils, and appropriate to ability, social and cultural background, religion, sexual orientation, as well as physical, emotional and learning needs. We are aware that in some situations pupils, parents or guardians may have concerns about the School's PSHE provision based upon these. The School will take such concerns seriously and seek to resolve them in a constructive manner which puts the welfare and education of the pupil first.

5.1 Pupils with special educational needs and disabilities (SEND)

The school will ensure that PSHE and RSE are accessible for all its pupils. The school's SEND Policy includes information on the 'Roles and Responsibilities of Teachers' that all colleagues, including those leading PSHE, are expected to be aware of. Those teaching PSHE and RSE have access to the school's Learning Support register and are expected to make adjustments as suggested by the Learning Support Team.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of PSHE. Where a pupil is known to be especially vulnerable, PSHE staff will be briefed by a member of the pastoral team and suitable adjustments made if required.

5.2 Lesbian, Gay, Bisexual and Transgender (LGBT) experiences in the curriculum

Schools are required to ensure their PSHE and RSE curriculum is inclusive of LGBT content and that it is fully integrated. As such, PSHE and RSE will be fully inclusive and relevant to pupils of all sexualities and gender-questioning pupils, and LGBT content will be integrated into the curriculum rather than being solely taught as stand-alone lessons. This includes equal opportunity to explore the features of healthy and stable same-sex relationships and relevant laws around sexuality and gender reassignment, including those that protect LGBT people from discrimination.

The school will ensure that all teaching, but especially teaching around sexuality and gender identity, is sensitive and age appropriate and that sexual orientation and gender identity are explored at a timely point, clearly, sensitively and respectfully with full recognition of the fact that some young people in the class may well be discovering or understanding their sexual orientation or gender identity.

As with any topic, the school will seek to ensure that any teaching which relates to the facts and law about biological sex and gender reassignment acknowledges where there are areas of significant debate, informs pupils about the key terms and history of such debate, and avoids endorsing any particular view.

6. Teaching and Learning of PSHE and RSE

6.1 Principles and Methodology

In teaching PSHE and RSE, the School will seek to consider the different starting points of the pupils involved; all are likely to bring some prior knowledge, understanding and/or experience to the topics being discussed. We will determine this prior knowledge by providing regular opportunities for self-assessment during the taught PSHE curriculum and responsively use this to inform our teaching.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but the School believes balance is important in its approach to PSHE and RSE.

Additionally, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they do not do the same. The School believes it is important that pupils are reassured by PSHE and RSE that most young people make positive, healthy lifestyle choices. The School believes it is important pupils can make links between the content they cover in their PSHE lessons and their 'real-life' experiences. The PSHE and RSE Programmes will seek to highlight and overlap with other parts of the School curriculum and tie in with events occurring in the wider world.

Pupils will never be withdrawn from PSHE to catch up on other national curriculum subjects. The school believes that their personal and social development is as important to all pupils as their academic achievement.

6.2 Curriculum

The full curriculum, with individual lesson titles inclusive of lesson objectives and the lesson materials used, can be found on the PSHE Department intranet site available to staff. This is also shared with pupils and parents. All pupils receive the equivalent of one timetabled PSHE lesson per week.

6.3 Staff Training

CPD training and resources are provided for all staff teaching PSHE, and this can either be delivered internally (for example 'facilitation training') or by external consultants (for example Brook's 'Traffic Light Training Tool').

The Head of PSHE, Head of Character Education and Head of Diversity, Equality and Inclusion regularly attend relevant PSHE Association and other CPD events and will disseminate resources and learnings to department members.

6.4 External Speakers

The School believes external speakers, who can use their own expertise and experience to enrich pupil's learning, are a valuable part of our PSHE provision. Where external speakers are invited to talk, the Head of PSHE or Head of Character Education will agree with them in advance the learning objectives and outcomes of the session. St Paul's staff will always be present to make sure the learning is safe and appropriate.

Where external speakers have not been used before, testimonials will be sought from other schools. All external speakers are required to be registered on the schools Visiting Speakers register and staff arranging any talk must follow the procedure set out in the School's [Visiting Speaker Policy](#)

[An updated list of external speakers is available on the intranet for staff and parents.](#)

6.5 Assessment

Assessment in PSHE should not be about passing or failing but it is nonetheless important that teachers and pupils are able to understand what has been learned, and how learning and understanding has progressed.

All of our PSHE and RSE materials have clear aims and objectives which are communicated to pupils. In order to monitor progress against these learning objectives, opportunities for indirect and informal assessment based upon these learning objectives are built into all PSHE lessons. However, pupils will also complete digital assessments that include knowledge-based questions, scenario evaluation, and opportunities for reflection and self-assessment.

‘Effort’ grades provided to parents in line with the school’s normal grade cycles. These are accompanied by a generic PSHE report explaining the topics their children have been studying.

7. Relationships and Sex Education

7.1 Ethos

The aim of RSE at St Paul’s is to give our 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 aims to teach what is acceptable and unacceptable behaviour in relationships, including how to constructively and positively develop intimate relationships.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At St Paul’s, we want to build our pupils’ self-esteem and confidence in order to make good, positive decisions around sexual activity.

The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the school’s wider ethos and it should also promote the importance of self-respect and self-worth.

St Paul’s recognises that parents and/or carers are key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

7.2 Aims

At St Paul's, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balanced and factual information;
- To enable pupils to make informed decisions and to react appropriately to different situations;
- To encourage pupils to consider the consequences of their actions;
- To encourage pupils to reflect upon their own emotional development;
- To stress the importance of considering the emotions and views of others;
- To emphasize the importance of good communication in relationships;
- To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

7.3 Legislation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum, and this is maintained within the RSE and Health Education 2025 statutory guidance. At St Paul's, the school has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities.

This part of this policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The school will also consider the PSHE Association's toolkits and resources as it develops its RSE content.

The school believes pupils benefit from knowing what the law says about sex, relationships and young people, as well as broader safeguarding issues: The RSE curriculum ensures pupils are aware of the relevant legal provisions when relevant topics are being taught.

7.4 Teaching of RSE

The majority of our RSE curriculum is taught through the broader PSHE curriculum. The most up to date version of the Schemes of Work are held on the PSHE intranet page. All materials are reviewed by the Head of PSHE and the Head of Character Education before being shared with the department. All materials are standardised across the different colleagues teaching RSE and staff are required to review all of the teacher notes which accompany lessons before teaching them. However, staff are asked to respond to the needs and questions of their pupils but must discuss any non-trivial changes to the material or shape of the curriculum with the Head of PSHE.

7.5 Safeguarding in RSE

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. When such

concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RSE lessons. Observations can be undertaken by an appropriate colleague (ordinarily the Head of PSHE) to ensure consistency of teaching and the safety of pupils.

Where visiting speakers are invited to deliver aspects of the RSE curriculum (for example Bold Voices), testimonials will be sought from other schools and the Head of PSHE or Head of Character Education will brief them in advance regarding the schools' safeguarding procedures. Visiting speakers will always be accompanied by a member of St Paul's staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register'.

7.6 Parental Rights with Regards to RSE

St Paul's is committed to working closely with parents, guardians and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life. The school will consult annually with parents to ensure they have an opportunity to understand the purpose and content of the RSE curriculum. The school recognises that good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of PSHE and RSE at St Paul's School. In line with DfE guidance, standard practice will be for this request to be discussed with parents, and the child if appropriate. The High Master will determine who is best placed within the staff to have this discussion based upon the nature of the request. In exceptional circumstances, such as safeguarding concerns or particular vulnerabilities, this request may be denied.

The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction necessary under IGCSE science.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught.

At an appropriate point in the Autumn term, and before the commencement of any RSE teaching, the school will write to all parents explaining to them where they can find details of the PSHE and RSE curriculum and explaining how they can withdraw their children from elements of the RSE curriculum if they wish.

A register of those pupils for who a request for withdrawal has been made is kept on the PSHE Department Shared Drives.

When pupils are withdrawn from sex education, alternative arrangements will be made for these

pupils which will ordinarily involve private study in the library.

From three terms before a pupil turns 16, a pupil can opt back into sex education even if a withdrawal has been requested by parents. If a pupil chooses to opt back in, the school will make arrangements for this to happen. If they have already missed their timetabled sex education, this will usually take the form of a discussion with one of the school nurses or the Head of PSHE. The school will ensure that pupils are made aware of this option at the start of the 5th Form.

8. Spiritual, Moral, Social, Cultural (SMSC)

PSHE and RSE play an important role in the Spiritual, Moral, Social and Cultural development of our pupils. In fact, it would be hard to find a lesson within PSHE that does not speak to this or seek to provide pupils with knowledge that impacts that part of their development and chance to critically reflect on who they are and should be in these areas. As such, no list could fully reflect the breadth of impact PSHE has in this area and the full curriculum with lesson objectives (found on the PSHE intranet page) should be consulted.

9. Promoting Fundamental British Values

Since September 2014, schools are required actively to promote certain British values.

The idea of “fundamental British values” was coined by the Prevent strategy in 2011. It was introduced into the Independent School Standards on 1 January 2013 and this was supported by non-statutory advice dated November 2013. Further amendments were made to the Standards in September 2014 and supplementary information and advice dated November 2014 have now been issued to support these additional changes.

The four key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

These fundamental British values are explicitly referenced and reinforced in every year and throughout the PSHE curriculum.

10. Engaging Stakeholders

10.1 Parents, Guardians and Carers

St Paul's is committed to working with parents in providing the PSHE Programme. Parents have the right to view any of the teaching materials the school uses in the delivery of PSHE and/or RSE. This includes any material used by external providers. A representative sample of our materials will be kept on the PSHE intranet page but should parents wish to view any specific materials beyond this they are invited to reach out to the Head of PSHE who will arrange for

them to have access to these materials. Ordinarily, this would be facilitated by a virtual or face to face meeting.

At an appropriate point in the Autumn term, and before any pupils commence RSE teaching, parents and carers are written to with an overview of the PSHE Programme and an invitation to review the curriculum. This correspondence will also contain, amongst other things:

- Information about the PSHE curriculum for all year groups
- How to request a pupil is withdrawn from RSE
- How to view PSHE materials

If parents have any queries or wish to withdraw their child from RSE, they should contact the Head of PSHE in the first instance.

Guiding pupils at St Paul's through their teenage years is a task parents and all school staff share. To support the link between parents and the School, we invite parents to a series of seminars and panel evenings on themes relating to adolescence, with one of these being to specifically inform parents about RSE materials. Details of these events are found on the PSHE intranet page.

Additionally, St Paul's is a TooledUp Education school. All parents have access to the resources available on the site to help them learn about content that is covered in the PSHE and RSE curricula and how to have conversations about it.

The most up to date version of the school's PSHE curriculum will be held on the department intranet page. The school reserves the right to make minor and appropriate edits at any time. As stated above, parents have the right to view the current scheme of work and any of the material St Paul's uses in PSHE lessons and ordinarily, this would be via arrangement with the Head of PSHE during a virtual or face to face meeting. However, the School is required to consult parents and carers if there are any major changes to the RSE part of this PSHE policy. A consultation would involve an email to all parents detailing the proposed changes and an invitation to an online event where the Head of PSHE and Head of Character Education would outline the changes and take pre-submitted questions.

10.2 Staff

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the PSHE and RSE curricula. The Head of PSHE will ensure staff can access up to date schemes of work for PSHE and RSE on the school's intranet pages. Staff will also be given an opportunity to discuss and consult on the PSHE and RSE policy ahead of any significant changes.

11. Monitoring the Effectiveness of PSHE

In addition to the assessment methods outlined above, pupils are offered the opportunity to feedback on the school's PSHE and RSE provision during the school's regular whole school surveys and annual PSHE specific surveys. The Values Committee also does an annual review of the PSHE curriculum from a senior pupils perspective and pupils will also be encouraged to discuss the delivery of PSHE and RSE at the relevant representative bodies including Pupil

Voice.

Parents are also invited to give feedback on the PSHE and RSE curriculums at every event put on by the PSHE department and there are dedicated PSHE questions within the whole school survey.

The Head of PSHE is ultimately responsible for ensuring the quality and consistency of PSHE and RSE teaching. The Head of PSHE is responsible for ensuring that all teachers who deliver PSHE and RSE are appropriately trained. All PSHE and RSE lessons come with accompanying lesson plans with clear teacher guidance documents included. The Head of PSHE will provide appropriate training to all staff asked to deliver elements of RSE before such lessons commence.

The Head of PSHE will regularly observe teaching across the department, often via pre-planned learning walks, to ensure teaching is consistent across the department and to share any observed best practice. PSHE teachers are offered the opportunity to feedback on our provision annually using the standard PSHE association monitoring survey.

The wider staff body is also asked about their perception and understanding of the school's PSHE and RSE provision as part of the whole school survey.

12. Policy Review

This policy will be reviewed by the Head of PSHE annually to 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.