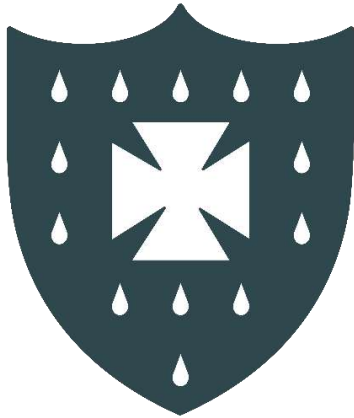




S. Anselm's Prep School Peak District

Policy Title: PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) Including Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Policy Category: Pastoral

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Introduction

S. Anselm's School has a long tradition of commitment to high-quality, caring interpersonal relationships within its close-knit community.

The fostering of positive relationships, strong pastoral care and discipline systems, together with the development of confidence and fulfilment through sport, music, art, drama, outdoor education and the wider life of the School, forms an important part of the education we provide.

Combined with our commitment to pupils' spiritual, moral, social and cultural development and an outward-looking sense of responsibility towards communities both locally and more widely, we seek to provide a well-rounded and holistic education for every pupil.

Personal, Social, Health and Economic education (PSHE) is therefore not confined to a single lesson. It is embedded within the daily life of S. Anselm's through teaching, Form and Tutor time, assemblies and collective worship, Houses, boarding, sport, activities, leadership, service, careers education and the relationships between pupils and adults throughout the School.

This policy also sets out the School's provision for Relationships Education and Relationships and Sex Education (RSE).

Subject to approval of the School's proposed material change, this policy will extend to Years 9–11 as those year groups open.

Statutory and Regulatory Framework

This policy has regard to:

- the Independent School Standards;
- the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, effective from 1 September 2026;
- Keeping Children Safe in Education;
- the Equality Act 2010;
- the Children and Social Work Act 2017;

- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; and
- relevant safeguarding and Prevent guidance.

As an independent school, S. Anselm's provides PSHE in accordance with the Independent School Standards.

Pupils receiving primary education are provided with Relationships Education.

Pupils receiving secondary education are provided with Relationships and Sex Education (RSE), subject to the provisions relating to withdrawal from sex education set out later in this policy.

Although Health Education is not a separate statutory requirement for independent schools, S. Anselm's provides comprehensive, age-appropriate health education through its PSHE curriculum and wider pastoral provision.

Aims

Through PSHE and RSE, S. Anselm's aims:

- to enhance pupils' understanding of themselves, other people, their communities and their place in the wider world;
- to promote pupils' personal, moral, social, spiritual and cultural development;
- to support pupils in developing healthy, safe and fulfilling lives;
- to develop positive, respectful and caring relationships;
- to equip pupils with the knowledge and skills to make informed and ethical decisions;
- to help pupils recognise risk, seek help and keep themselves and others safe;
- to develop resilience, self-worth, confidence, independence and responsibility;
- to prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- to promote fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- to develop pupils' understanding of equality and respect for others;
- to prepare pupils appropriately for future education, employment and adult life; and

- to reflect and contribute to the ethos and values of S. Anselm's.

Objectives

Our aim is that pupils leaving S. Anselm's will be well-rounded young people equipped for the next stage of their lives.

We want pupils to develop:

- positive relationships;
- self-respect;
- confidence;
- respect and tolerance for others;
- responsibility;
- sound moral judgement;
- healthy lifestyles;
- democratic understanding;
- awareness of the wider world;
- spiritual awareness;
- increasing independence;
- community awareness;
- cultural understanding;
- resilience;
- the ability to make informed choices; and
- the confidence to seek help when they need it.

The School Ethos is set out in Appendix 1.

PSHE at S. Anselm's

A Whole-School Approach

The positive nature of the S. Anselm's community and the quality of its relationships are fundamental to our PSHE provision.

Formal PSHE teaching is complemented by opportunities throughout School life, including:

- Form and Tutor time;
- assemblies and collective worship;
- Houses;
- School Council and pupil voice;
- sport and activities;
- music, drama and performance;
- outdoor education;
- boarding;

- charity and community service;
- pupil leadership;
- careers education;
- educational visits and residential;
- debating and discussion of current affairs; and
- the everyday modelling of respectful relationships by adults throughout the School.

The School recognises that a coherent programme of personal development extends beyond taught lessons and should make a positive difference to pupils' lives.

Curriculum Organisation

Early Years

Personal, social and emotional development forms an integral part of the Early Years curriculum.

Children are supported to develop positive relationships, confidence, independence, emotional regulation, healthy routines and an understanding of themselves and others.

Pre-Prep: Reception to Year 2

Pupils receive regular PSHE teaching alongside opportunities through Form time, circle time, assemblies and the wider curriculum.

The curriculum develops age-appropriate understanding of:

- relationships and friendships;
- emotions;
- health and wellbeing;
- personal safety;
- families;
- respect for others;
- online safety; and
- growing and changing.

Years 3–6

Pupils receive a weekly PSHE lesson alongside Form time, assemblies, House activities and wider opportunities.

The School currently uses Jigsaw as a principal resource for PSHE in these year groups. The curriculum is adapted where necessary to meet pupils' needs and the School's statutory responsibilities.

Broad themes include:

- Being Me in My World;
- Celebrating Difference;
- Dreams and Goals;
- Healthy Me;
- Relationships; and
- Changing Me.

Resources and schemes support the curriculum rather than determining it. The School remains responsible for ensuring that teaching is appropriate, accurate and compliant with current statutory guidance.

Years 7–8

Pupils receive a dedicated weekly PSHE lesson alongside daily Tutor contact and wider pastoral provision.

Chameleon is currently used as a principal curriculum resource.

Teaching includes:

- emotional and mental wellbeing;
- relationships and RSE;
- physical health and fitness;
- keeping safe online and offline;
- future choices;
- financial capability;
- skills, values and responsibilities;
- drugs, alcohol, tobacco, vaping and substance misuse;
- personal safety;
- consent;
- online influences; and
- preparation for increasing independence.

Years 9–11

Subject to approval of the School's proposed material change and as Years 9–11 open, pupils will continue to receive a dedicated programme of PSHE and RSE appropriate to their age and stage of development.

The curriculum will build progressively on the foundations established in Years 7 and 8.

Provision will include age-appropriate teaching about:

- healthy and respectful relationships;

- consent and sexual ethics;
- intimate and sexual relationships;
- contraception and sexual health;
- mental and emotional wellbeing;
- managing risk;
- online safety and online relationships;
- pornography and its potential impact on expectations, attitudes and relationships;
- misogyny, sexism and harmful stereotypes;
- harmful online subcultures and influences;
- artificial intelligence, manipulated images and deepfakes;
- drugs, alcohol, tobacco, vaping and substance misuse;
- criminal and sexual exploitation;
- financial capability;
- careers and future pathways;
- preparation for further education, training and employment;
- independent living and adult responsibilities; and
- personal safety.

The precise sequencing and resources will be set out in the relevant Schemes of Work and reviewed before each additional year group opens.

Relationships Education

Relationships Education is provided to pupils receiving primary education.

Teaching is age appropriate and develops progressively.

Pupils are taught about matters including:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships; and
- being safe.

Teaching emphasises kindness, respect, honesty, boundaries, privacy, appropriate and inappropriate behaviour, seeking help and recognising when something does not feel right.

The School recognises that families take many forms. Teaching will be sensitive and respectful towards pupils' individual circumstances while remaining factual and age appropriate.

There is no parental right to withdraw a child from Relationships Education.

Relationships and Sex Education

Pupils receiving secondary education are provided with Relationships and Sex Education.

RSE aims to give pupils the information, understanding and skills they need to develop safe, healthy and respectful relationships and to make informed and ethical decisions as they grow older.

Teaching is factual, age appropriate and sensitive.

Secondary RSE develops pupils' understanding of areas including:

- families;
- respectful relationships;
- friendships;
- online and media influences;
- consent;
- personal boundaries;
- sexual harassment and sexual violence;
- intimate and sexual relationships;
- sexual health;
- contraception;
- sexually transmitted infections;
- the law;
- pornography and its potential impact;
- coercion and exploitation;
- healthy and unhealthy relationships; and
- how and where to seek help.

Relevant biological aspects of human reproduction, puberty and sexual health may also be taught through Science.

The PSHE/RSE curriculum and Science curriculum are coordinated so that pupils receive coherent and appropriately sequenced teaching.

Health and Wellbeing

The School provides age-appropriate education about physical and mental health through PSHE, Science, sport, pastoral provision and the wider curriculum.

This includes, as appropriate:

- mental wellbeing;
- recognising and managing emotions;
- seeking help;

- internet safety and harms;
- physical health and fitness;
- healthy eating;
- sleep;
- drugs, alcohol, tobacco and vaping;
- health and prevention;
- basic first aid;
- puberty and the changing adolescent body;
- personal hygiene;
- risk and personal safety; and
- healthy lifestyle choices.

Teaching about mental health should promote wellbeing, reduce stigma and ensure pupils know how to access appropriate support.

Where particularly sensitive areas of mental health are taught, including self-harm or suicide prevention for older pupils, content will be planned carefully, delivered safely and taught by staff with appropriate knowledge and support.

Teaching Sensitive and Contested Issues

PSHE and RSE inevitably involve subjects about which pupils, families and communities may hold different views.

Teaching must be:

- factual;
- balanced;
- age appropriate;
- respectful;
- evidence-informed;
- sensitive to pupils' needs; and
- consistent with the School's statutory and safeguarding responsibilities.

Teachers should not promote partisan political views.

Where issues are contested, pupils should be helped to distinguish between fact, law, opinion and belief and to discuss different perspectives respectfully.

Sensitive content may, where educationally appropriate, be taught in smaller groups.

Any decision to teach pupils separately by sex will be made for a clear educational reason, taking account of pupils' needs, equality duties and relevant guidance. Separation by sex will not be used as an automatic or routine approach to sensitive topics.

Teaching should never stigmatise individual pupils or groups.

Equality and Inclusion

S. Anselm's is committed to providing PSHE and RSE that is accessible and appropriate for all pupils.

Teaching will have regard to the Equality Act 2010 and relevant protected characteristics.

Pupils should learn to respect others and understand that discrimination, bullying and prejudice are unacceptable.

Teaching about protected characteristics will be factual, respectful and appropriate to pupils' age and stage.

The School recognises that pupils come from different family backgrounds and may hold, or come from families holding, different religious and philosophical beliefs. These differences should be treated respectfully.

SEND and Additional Needs

PSHE and RSE will be accessible to pupils with SEND.

Teachers will make reasonable adjustments and adapt teaching, resources and communication where appropriate.

Some pupils may require additional teaching around areas such as:

- relationships;
- boundaries;
- consent;
- personal safety;
- online behaviour;
- emotional regulation; and
- recognising exploitation or abuse.

Staff should work with the Head of Learning Support/SENDCo, pastoral staff, parents and other professionals where appropriate.

The School recognises that some pupils with SEND may be particularly vulnerable to exploitation, bullying or abuse, and teaching should reflect this appropriately.

Responsive Teaching

The curriculum is planned and sequenced but should also be responsive to pupils' needs.

Where safeguarding information, emerging issues, local or national concerns or the particular needs of a cohort indicate that additional or adapted teaching is appropriate, the PSHE Lead will work with relevant pastoral and safeguarding staff to ensure provision is suitable and sensitive.

Responsive teaching should complement rather than replace the planned curriculum.

Teaching and Learning

A range of teaching approaches may be used, including:

- discussion;
- group work;
- scenarios;
- case studies;
- debate;
- individual reflection;
- appropriately selected video and digital resources;
- external speakers; and
- practical activities.

Teaching approaches should encourage pupils to think critically, listen to others, express views appropriately and develop confidence in asking questions.

Ground rules should be established for sensitive discussions.

Pupils should not be encouraged to make personal disclosures publicly in lessons.

Anonymous question boxes or other suitable approaches may be used where appropriate.

Safeguarding and Disclosures

PSHE and RSE are closely connected with safeguarding.

Teaching may prompt a pupil to disclose abuse, exploitation, harmful behaviour or another concern.

Staff must never promise confidentiality.

If a pupil makes a disclosure or a member of staff becomes concerned about a pupil, the School's Safeguarding & Child Protection Policy must be followed and the concern reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as appropriate.

Teachers should be alert to the possibility that apparently hypothetical questions may reflect a pupil's own experience.

Safeguarding concerns take precedence over lesson confidentiality.

External Visitors and Resources

External visitors may contribute to PSHE or RSE where they add appropriate expertise or experience.

The School remains responsible for what is taught.

Before an external visitor contributes, the School should consider:

- the purpose of the session;
- the visitor's suitability and expertise;
- safeguarding requirements;
- the accuracy and appropriateness of proposed content;
- the age and needs of pupils;
- how the session fits within the planned curriculum; and
- whether a member of School staff should remain present.

External speakers should complement rather than replace teaching by appropriately trained School staff.

Teaching materials and online resources should be reviewed before use to ensure that they are appropriate, factual and suitable for the pupils concerned.

Parents and Transparency

The School recognises parents as important partners in PSHE and RSE.

Parents will be provided with appropriate information about the curriculum and the broad content taught to their children.

The School will make this policy available to parents and provide access to curriculum information and, where appropriate, teaching materials in accordance with statutory guidance.

Parents are encouraged to raise questions or concerns with the School.

The School may provide information sessions, correspondence or other opportunities to help parents understand how sensitive topics are taught.

Right to Request Withdrawal from Sex Education

There is no right to withdraw a pupil from Relationships Education.

There is no right to withdraw a pupil from relevant teaching contained within the Science curriculum.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RSE, other than content which forms part of Science.

Requests should be made to the Head.

Before reaching a decision, the Head or an appropriate senior member of staff will normally discuss the request with the parent so that:

- the nature and purpose of the curriculum can be explained;
- the parent's concerns can be understood;
- the benefits of receiving the teaching can be discussed; and
- any potential effects of withdrawal can be considered.

Except in exceptional circumstances, the School will respect a parent's request to withdraw their child from sex education delivered as part of RSE, up to and until three terms before the pupil turns 16.

From three terms before their 16th birthday, if a pupil who has previously been withdrawn wishes to receive sex education, the School will make arrangements for them to do so in accordance with statutory guidance.

Where a pupil is withdrawn, the School will provide appropriate, purposeful education during the relevant lesson.

Assessment

Assessment in PSHE is intended to establish what pupils know and understand and to inform subsequent teaching.

Assessment should be appropriate to the nature of PSHE and may include:

- discussion;
- written work;

- reflection;
- scenarios;
- quizzes;
- presentations;
- teacher observation; and
- self-assessment.

Assessment should not seek to judge pupils' personal beliefs, private experiences or family circumstances.

Teachers use assessment to identify misconceptions, check understanding and determine appropriate next steps.

The School will keep its approach to formal recording and reporting of PSHE under review to ensure that it remains proportionate and useful.

Spiritual, Moral, Social and Cultural Development

PSHE makes an important contribution to pupils' spiritual, moral, social and cultural development.

This is reinforced throughout School life through:

- assemblies and collective worship;
- Houses;
- charity and service;
- debating;
- School Council;
- pupil leadership;
- sport;
- music and performance;
- educational visits;
- residential and boarding experiences;
- community engagement; and
- opportunities to discuss current affairs and the wider world.

S. Anselm's seeks to develop pupils who can think independently, act responsibly, respect others and make a positive contribution to their communities.

Fundamental British Values

The School actively promotes:

- democracy;
- the rule of law;

- individual liberty;
- mutual respect; and
- tolerance of those with different faiths and beliefs.

These values are developed through the taught curriculum and through pupils' lived experience of School life.

Opportunities include School Council elections and meetings, House activities, debate and discussion, assemblies, charitable activity, leadership, visits and engagement with current affairs.

Pupils are encouraged to express views respectfully, listen to others, understand that disagreement is possible within a democratic society and distinguish between lawful freedom of expression and behaviour which harms others.

Prevent

The School recognises its responsibilities under the Prevent duty.

Age-appropriate opportunities are provided for pupils to develop critical thinking, understand the risks of radicalisation and extremism and discuss relevant current affairs.

Any safeguarding concern relating to radicalisation or extremism must be referred in accordance with the School's Safeguarding & Child Protection Policy.

Pupil Voice and Leadership

Pupil voice forms an important part of School life.

The School Council provides pupils with opportunities to raise issues, suggest improvements and contribute to the development of the School.

Pupils also develop responsibility and leadership through Houses, sport, music, activities, mentoring, guiding new pupils and other roles.

The School's pupil leadership structure develops as pupils grow older.

Subject to approval and the opening of Years 9–11, Year 11 will become the School's senior pupil leadership year, with increasing leadership opportunities available through Years 9 and 10 in preparation for those responsibilities.

Further details are contained in the Behaviour and Sanctions Policy and associated pupil leadership arrangements.

Boarding

PSHE is an important part of the wider boarding experience.

Boarding provides additional opportunities to develop:

- independence;
- friendships;
- cooperation;
- personal responsibility;
- healthy routines;
- communication;
- conflict resolution;
- personal hygiene; and
- consideration for others.

House Parents, boarding staff, the School Nurse and pastoral staff may provide additional guidance and support to boarders as issues arise.

Boarding staff must refer safeguarding concerns in accordance with the School's Safeguarding & Child Protection Policy.

Subject to approval and the opening of Years 9–11, boarding pastoral provision will be reviewed to ensure that it remains appropriate to the needs and increasing independence of older pupils.

Careers and Economic Wellbeing

PSHE contributes to pupils' understanding of the world of work, financial capability and future choices.

In Years 7 and 8, pupils explore areas including the nature and purpose of work, different occupations and organisations, personal strengths and future aspirations.

The School also provides wider opportunities such as careers events and encounters with people from different professions.

Subject to approval of the School's proposed material change and as Years 9–11 open, careers provision will develop to include appropriate:

- GCSE options guidance;
- careers education;
- individual guidance;
- encounters with employers and education providers;
- work-related learning and experiences where appropriate;
- financial capability;
- preparation for post-16 pathways; and

- consideration of A Levels, further education, apprenticeships and other appropriate routes.

Further detail is contained in the School's Careers Policy.

Staff and Responsibilities

The Head has overall responsibility for ensuring that the School meets its statutory and regulatory responsibilities for PSHE and RSE.

The PSHE Lead is responsible for:

- curriculum planning and sequencing;
- ensuring appropriate coverage;
- supporting staff delivering PSHE and RSE;
- reviewing resources;
- monitoring provision;
- liaising with pastoral and safeguarding staff;
- responding appropriately to emerging needs; and
- keeping provision under review in light of statutory guidance.

Form Tutors play an important role in pupils' pastoral development and provide regular opportunities for discussion, guidance and support.

The School Nurse contributes appropriate health expertise.

The DSL and safeguarding team advise where curriculum content intersects with safeguarding concerns.

The Head of Learning Support/SENDCo supports appropriate adaptation and accessibility for pupils with SEND.

All staff contribute to the values and personal development promoted through PSHE by modelling respectful, appropriate relationships and behaviour.

Subject to approval and the opening of Years 9–11, staff deployment and training will be reviewed to ensure that those delivering Key Stage 4 PSHE and RSE have appropriate knowledge, confidence and support.

Staff Training

Staff delivering PSHE and RSE should receive appropriate training and support.

Training should reflect:

- current statutory guidance;

- safeguarding;
- age-appropriate teaching;
- handling sensitive questions;
- responding to disclosures;
- SEND and inclusion;
- online harms and emerging technology;
- relationships and consent;
- mental health;
- substance misuse; and
- other areas relevant to the pupils they teach.

The School will maintain an appropriate record of relevant professional development rather than retaining a historical training list within this policy.

Monitoring and Evaluation

The School will monitor the effectiveness of PSHE and RSE through appropriate means, which may include:

- curriculum review;
- lesson visits;
- scrutiny of pupils' work;
- assessment;
- pupil voice;
- staff feedback;
- parent feedback;
- pastoral and safeguarding information; and
- evaluation of emerging needs.

Safeguarding information may inform curriculum planning, but confidential information about individual pupils will only be shared on a need-to-know basis.

The PSHE Lead will work with the DSL and other relevant leaders to identify themes or emerging concerns which may appropriately inform preventative education.

Review

This policy will be reviewed regularly and whenever there is a significant change to statutory guidance, School provision or the needs of pupils.

Subject to approval of the proposed material change, the policy and associated Schemes of Work will be reviewed as Years 9–11 open to ensure that provision remains appropriate, progressive and fully compliant.

Related Policies

This policy should be read alongside the School's:

- Safeguarding & Child Protection Policy;
- Behaviour and Sanctions Policy;
- Anti-Bullying Policy;
- Drugs, Alcohol, Tobacco, Vaping and Substance Misuse Policy;
- Online Safety / Acceptable Use Policy;
- Equality / Equal Opportunities Policy;
- SEND / Learning Support Policy;
- Careers Policy;
- Medical and First Aid policies;
- Boarding Policy and Boarders' Handbook;
- Curriculum Policy; and
- Staff Code of Conduct.

Appendix 1: S. Anselm's School Ethos

Esse Quam Videri – To be rather than to seem to be

At S. Anselm's our combination of tradition and informality engenders a sense of partnership between teacher and pupil.

We share the excitement of education and discovery, encouraging method and perseverance so that children experience the satisfaction of taking responsibility for their learning and for their achievements.

S. Anselm's School:

- encourages individuality, creativity, perseverance and tolerance;
- develops inquisitive thinking, with a love of learning where independent thought is celebrated;
- fosters in every child a clear understanding of themselves and what they can contribute to society;
- helps pupils to recognise strengths in others and to understand how they are different, and also encourages pupils to discover more about themselves;
- instils in pupils the values of moral courage and inner strength to connect effectively with the modern world, not merely to succeed but to make things better for those around them; and
- helps to foster in pupils, former pupils, parents and staff pride in the S. Anselm's community and for them to feel valued and nourished by the community.