

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) INCLUDING RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

Applicable to:	RGS Prep, including EYFS
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Date of last review:	September 2026
Date of next review:	Trinity 2027

1. Overview

The Royal Grammar School, Guildford and RGS Prep (together, “the School”) are committed to providing the highest standard of education and pastoral care. This policy reflects the School’s values, ensuring clarity and consistency for pupils, staff and parents.

Throughout this policy, the terms ‘child’, ‘pupil’ or student’ are used to refer to all those attending the School. At the time of publication, the school is a boys’ school but is preparing to become co-educational. Nursery, Reception (Shell) and Year 3 at RGS Prep, and Year 12 (Lower Sixth) at RGS Senior will become co-educational from September 2027. Year 7 (1st Form) at RGS Senior will become co-educational from September 2028.

At RGS Prep, we believe that Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), is fundamental to the personal development, wellbeing and safeguarding of every pupil. Through a carefully planned and progressive curriculum, we aim to equip children with the knowledge, understanding, skills and attributes they need to lead healthy, safe and fulfilling lives, both now and in the future.

PSHE supports pupils in developing confidence, resilience, emotional literacy, empathy, respect and independence. It promotes positive physical and mental health, healthy relationships, responsible decision-making and preparation for life beyond school. We recognise that children's academic success is intrinsically linked to their emotional wellbeing, relationships and sense of belonging, and therefore place personal development at the heart of school life.

2. Statutory Framework

This policy has been developed in accordance with current legislation and guidance, including:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education - DfE Statutory Guidance (July 2025, mandatory from September 2026)
- Keeping Children Safe in Education 2026
- Equality Act 2010
- Education Act 2002
- Children Act 2004
- Human Rights Act 1998
- UN Convention on the Rights of the Child

The school meets its statutory duties to provide Relationships Education, Health Education and the relevant elements of the National Curriculum for Science.

3. Aims

Our PSHE curriculum aims to enable pupils to:

- Develop self-confidence, resilience and emotional wellbeing.
- Maintain positive physical and mental health.
- Build healthy, respectful and inclusive relationships.
- Recognise and manage risk, including online risks.
- Understand safeguarding, personal safety and consent in age-appropriate contexts.
- Value diversity and demonstrate respect for others.
- Understand their rights and responsibilities as citizens.
- Develop financial awareness and an understanding of the wider world.
- Make informed, responsible and ethical decisions.
- Prepare confidently for secondary education and adult life.

Our curriculum also supports pupils in developing the personal qualities identified within our wider educational vision, including independence, curiosity, leadership, collaboration and perseverance. These qualities are reinforced through classroom learning and the wider life of the school, including leadership opportunities, charitable work, educational visits, enrichment activities and community engagement.

We believe that effective PSHE education is a shared responsibility between school, home and the wider community. By working collaboratively with parents and carers, we seek to ensure that pupils receive consistent messages that enable them to thrive academically, socially and emotionally.

4. Curriculum

Our curriculum is designed to ensure that every pupil leaves RGS Prep with the confidence, resilience and understanding needed to make informed decisions, establish positive relationships, manage risk, embrace diversity and contribute positively to society.

PSHE is delivered through a broad and balanced curriculum based upon the PSHE Association Programme of Study, which provides a comprehensive framework covering the three core themes of:

4.1. Health and Wellbeing

Pupils learn about:

- Physical and mental health
- Healthy lifestyles
- Emotional wellbeing
- Keeping safe
- Growing and changing
- Risk management
- Seeking support when needed

4.2. Relationships

Pupils learn about:

- Families and caring relationships
- Friendships
- Respect and inclusion
- Online relationships
- Personal boundaries
- Safety and consent
- Recognising and reporting concerns

4.3. Living in the Wider World

Pupils learn about:

- Communities and citizenship
- British Values
- Diversity and equality
- Media literacy and digital resilience
- Economic wellbeing
- Careers and aspirations
- Environmental responsibility

Relationships Education and Health Education are taught in accordance with statutory requirements, while any Sex Education taught beyond the National Curriculum for Science is delivered sensitively, age-appropriately and in partnership with parents and carers.

Learning extends far beyond discrete PSHE lessons. Pupils' personal development is fostered through assemblies, pastoral care, educational visits, charitable activities, pupil leadership opportunities, enrichment programmes, British Values education, online safety, citizenship and the school's wider ethos. Together these experiences help pupils develop the confidence, moral character and social responsibility needed to flourish in an ever-changing world.

We believe that effective PSHE education is a shared responsibility between school, home and the wider community. By working collaboratively with parents and carers, we seek to ensure that pupils receive consistent messages that enable them to thrive academically, socially and emotionally.

5. Teaching and Learning

PSHE lessons are taught weekly by Form Tutors and other appropriately trained staff within a safe, inclusive and supportive learning environment. Learning is enhanced through cross-curricular links with Science, Computing, Religious Education and Physical Education, as well as through assemblies, pastoral care, educational visits, visiting speakers, charitable initiatives, pupil leadership opportunities and the wider life of the school. The curriculum is carefully sequenced to ensure that learning builds year upon year, enabling pupils to revisit key concepts with increasing depth and maturity.

Teaching is:

- Age-appropriate and evidence-based
- Inclusive and respectful
- Adapted to meet the needs of all learners
- Delivered within a safe and supportive environment

Staff establish clear expectations for discussion and use appropriate resources and terminology when teaching sensitive topics.

Lessons are carefully adapted to meet the needs of all learners, including pupils with SEND and those with English as an Additional Language, ensuring that every child can access and benefit from the curriculum.

The school recognises that children develop at different rates and that sensitive topics may generate questions beyond the planned curriculum. Teachers use their professional judgement to respond appropriately whilst ensuring all teaching remains age-appropriate, factual and consistent with the school's safeguarding responsibilities.

6. Inclusion, SEND and Equality

RGS Prep is committed to ensuring that every pupil has equal access to a high-quality PSHE curriculum, regardless of age, ability, disability, gender, race, religion or belief, sexual orientation, family background or any other protected characteristic.

PSHE plays a significant role in promoting equality, challenging discrimination and fostering respect for diversity. Throughout the curriculum, pupils are encouraged to value difference, demonstrate empathy and recognise the importance of treating others with dignity, kindness and respect.

Teaching reflects the diverse society in which our pupils live. Learning resources and discussions positively represent a broad range of family structures, cultures, religions, ethnicities and lived experiences. Relationships are presented in an inclusive and age-appropriate manner, ensuring that every child feels represented and respected within the curriculum.

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may require adaptations to access aspects of the PSHE curriculum effectively.

Where appropriate, learning is further personalised through reference to Individual Education Plans, pupil profiles and advice from the Head of Learning Support and other professionals.

Pupils with English as an Additional Language (EAL) are supported through adapted language, visual resources and additional explanation where required, enabling them to access learning confidently alongside their peers.

The school is committed to creating an inclusive environment in which all pupils feel safe, valued and able to contribute. Discriminatory language, prejudice, bullying or stereotyping of any kind are challenged consistently through the curriculum and wider pastoral systems.

Through PSHE, pupils develop an understanding of equality, human rights and mutual respect, preparing them to participate positively in modern British society.

7. Safeguarding

Safeguarding underpins all PSHE and RSHE provision. Through the curriculum, pupils learn how to:

- Recognise healthy and unhealthy relationships
- Understand personal boundaries
- Stay safe online
- Recognise bullying, abuse and exploitation
- Protect their mental wellbeing
- Seek help from trusted adults

Staff follow the school's safeguarding procedures and cannot guarantee confidentiality where a safeguarding concern is disclosed. Any concerns are managed in accordance with the school's Safeguarding Policy.

8. Creating a Safe Learning Environment

Effective PSHE learning depends upon an atmosphere of trust, respect and emotional safety. At RGS Prep, every lesson is delivered within a supportive environment where pupils are encouraged to participate confidently whilst recognising the importance of respecting the views, experiences and privacy of others.

At the beginning of each academic year, and whenever appropriate, teachers establish agreed class expectations for discussion. These expectations promote respectful listening, thoughtful participation and appropriate language, whilst reminding pupils that everyone has the right to feel safe during sensitive discussions.

Teachers use a range of recognised strategies to promote safe and effective learning, including:

- establishing clear ground rules for discussion;
- using correct anatomical and age-appropriate terminology;
- employing distancing techniques, such as fictional scenarios and case studies, to avoid personal disclosures;
- providing anonymous question boxes to enable pupils to ask questions privately;
- allowing time for individual conversations where appropriate;
- recognising when questions should be answered individually rather than within the whole class.

Pupils are never expected to disclose personal experiences during lessons, and teachers actively discourage discussion of private or sensitive information about themselves or others. Where pupils require additional support, they are encouraged to speak privately with a trusted adult after the lesson.

Teachers respond to questions honestly, accurately and sensitively, ensuring explanations remain developmentally appropriate and consistent with the aims of the curriculum. Where questions fall outside the planned curriculum or are not appropriate for the age or maturity of the class, teachers

will exercise professional judgement and, where necessary, discuss these with parents or senior leaders.

The school recognises that some PSHE topics may evoke emotional responses. Staff remain vigilant to pupils' wellbeing throughout lessons and provide additional pastoral support where required, working closely with parents, the Designated Safeguarding Lead and other relevant professionals where appropriate.

Through these approaches, RGS Prep seeks to ensure that every pupil experiences PSHE as a safe, respectful and inclusive subject in which they feel confident to learn, reflect and grow.

9. Roles and Responsibilities

The successful delivery of PSHE, including Relationships, Sex and Health Education (RSHE), is a shared responsibility. Governors, senior leaders, teaching staff, parents and pupils all play an important role in ensuring that the curriculum reflects the school's values and meets the needs of all learners.

The Board of Governors

- Approves and reviews this policy.
- Monitors the effectiveness of PSHE provision.
- Ensures statutory requirements are met.

The Headteacher

- Has overall responsibility for PSHE and RSHE.
- Ensures compliance, staffing, training and quality assurance.

The PSHE Lead

- Oversees curriculum development and progression.
- Supports staff and monitors provision.
- Reports to senior leaders and governors.

Teaching Staff

- Deliver the curriculum effectively.
- Create a safe learning environment.
- Adapt teaching to meet pupils' needs.
- Respond appropriately to safeguarding concerns.

Parents and Carers

- Support children's personal development.
- Work in partnership with the school.

Pupils

- Participate respectfully in lessons.
- Follow agreed expectations.
- Seek support when required.

10. Assessment

Assessment within PSHE is primarily formative and is used to inform teaching, monitor progression and support pupils' personal development. Assessment focuses upon pupils' developing knowledge, understanding, skills and attitudes rather than judging personal beliefs or experiences.

Teachers use a range of assessment approaches throughout the year, including:

- classroom discussion;
- teacher observation;
- questioning;
- reflective learning activities;
- self-assessment;
- peer discussion;
- written responses;
- end-of-unit reflection and review.

Assessment enables teachers to identify misconceptions, reinforce key learning and adapt future lessons to meet the needs of individual pupils.

Examples of pupils' learning are recorded within class PSHE books and other appropriate formats to demonstrate curriculum coverage and support subject monitoring.

The school recognises that pupils develop socially and emotionally at different rates. Consequently, assessment in PSHE is developmental rather than judgemental and aims to encourage reflection, confidence and personal growth.

11. Monitoring, Evaluation and Review

The quality of PSHE provision is monitored regularly to ensure that it remains ambitious, relevant, inclusive and responsive to pupils' needs.

Monitoring activities include:

- lesson observations where appropriate;
- learning walks;
- scrutiny of planning and curriculum documentation;
- review of pupils' work;
- pupil voice;
- staff feedback;
- curriculum audits;
- assessment information;
- monitoring of statutory curriculum coverage.

12. Staff Training

RGS Prep recognises that high-quality PSHE education depends upon knowledgeable, confident and well-supported staff.

All staff involved in delivering PSHE receive appropriate induction, guidance and ongoing professional development to ensure they remain informed about current educational practice, safeguarding responsibilities and statutory requirements.

Professional development opportunities may include:

- whole-school training;
- PSHE Association guidance and publications;
- external courses and conferences;
- safeguarding updates;
- collaborative planning and moderation;
- professional discussion and coaching.

13. Working with Parents and Carers

13.1. Partnership with Parents

The school values strong relationships with parents and carers and will:

- Make the policy available to families.
- Provide information about the curriculum.
- Consult parents during policy reviews.
- Respond to questions and concerns.
- Inform parents when sensitive topics are taught.

13.2. Right to Withdraw

Relationships Education and Health Education are statutory for all pupils and there is **no right of withdrawal** from these aspects of the curriculum.

Parents have the legal right to request that their child be withdrawn from any non-statutory elements of Sex Education delivered beyond the National Curriculum for Science.

Should a parent wish to discuss withdrawal, they should contact the Headteacher in the first instance. A meeting will be arranged to discuss:

- the nature and purpose of the curriculum;
- the statutory requirements placed upon schools;
- the educational benefits of participation;
- any concerns the parent may have.

The school will always seek to work collaboratively with families and will respect parents' legal rights whilst ensuring that the child's educational needs and wellbeing remain central to all decisions. Pupils who are withdrawn from non-statutory Sex Education will be provided with appropriate alternative learning during the relevant lessons.

14. Related Policies

This policy should be read alongside the following policies:

Prep:

- Anti-Bullying Policy
- Behaviour, Rewards and Discipline Policy
- Curriculum Policy
- Pastoral Care Policy

Whole School:

- Complaints Policy and Procedure
- Safeguarding Policy
- SEND Policy
- Staff Code of Conduct
- Student IT Acceptable Use Policy

Together, these policies support the school's commitment to safeguarding, personal development and the promotion of a safe, inclusive and respectful learning environment.