



# Personal, Social, Health and Economic (PSHE) Education

Including Relationships Education, Relationships  
and Sex Education (RSE)

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# 1 Policy Context and Rationale

This policy covers Repton Prep School's approach to PSHE (Personal, Social, Health and Economic) education. It also incorporates the school's Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.

*We are required to teach RSE as part of the revised Department for Education statutory guidance.*

Documents that inform the school's PSHE and RSE policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance (2020)

Parents and carers will be informed about the policy through yearly communication. The policy is available to parents and carers through the Repton Prep website.

## 2 Introduction

- 2.1 Learning and undertaking activities in PSHE, contributes to achievement of the curriculum. This subject is designed to equip children with the knowledge to make informed decisions about their wellbeing and health and relationships, as well as prepare them for a successful adult life. Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment.
- 2.2 The School recognises that young people today are growing up in an increasingly complex world and living their lives in parallel on and off-line. This presents both positive and exciting opportunities, but also potential risks. The school aims to ensure that in this environment our pupils are educated to know how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 2.3 The School works to ensure that all content in the PSHE programme is age-appropriate and taught in a sensitive and inclusive way. In conjunction with our planned curriculum, we ensure that we have the flexibility to adapt in order to meet the needs of our pupils, acknowledging the demands of society and reacting to wider world issues, as well as meeting the pastoral needs of individual pupils and cohorts.
- 2.4 The school continues to recognise that parents and carers are the prime educators for their children on many of these matters. The school complements and reinforces this role, building on what pupils learn at home as an important part of delivering a good education and working in conjunction with parents. In doing so, the school also seeks opportunities for parental involvement.
- 2.5 The School focuses on several key areas:
- Understanding of how to stay healthy linked to physical health and fitness
  - Eating healthily
  - Respectful and safe relationships
  - Online and media – including staying safe online and fake news
  - Internet safety and harms
  - Keeping safe – including consent
  - Mental Health and Wellbeing
  - Developing resilience and character – belief in pupils that they can achieve their goals, both academic and personal, stick to tasks that will help them to achieve these and recover from knocks and challenging periods in their lives
  - Development of personal attributes – kindness, integrity, generosity, honesty
  - Risk areas – such as drugs, tobacco (including vaping) and alcohol
  - Basic first aid – spiral curriculum from EYFS to Year 8
  - Fire safety and safety around the school site
  - FGM – will be introduced as part of Being Safe in Year 8 but may be covered as needed in response to local or national coverage. (Please note that previous discussions have directed this to be delivered in Y8 given our pupil demographic. Government guidance is KS3 so it being taught as a body autonomy topic.)

- Knowledge about intimate relationships and sexual health (Year 7 & 8). Many of these core aspects of PSHE are based around the Values and Aims of the School and alongside this, Repton Prep seeks to actively promote the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 2.6 Principles are actively promoted which encourage respect for other people, paying particular regard to protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- 2.7 The School aims to provide a safe place in which pupils can learn, understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The school also makes reference to the Prevent Duty Guidance, where we have “due regard to the need to prevent people from being drawn into terrorism”.
- 2.8 The School takes steps to secure a balanced presentation of political and other sensitive issues through the use of this policy and with reference to, but not exclusively, the following of Government and School policies.
- 2.10 School will ensure a pupil’s PSHE, including RSE learning, is communicated to future schools and requested for new pupils joining Repton Prep. This is to ensure that no element is missed should a pupil’s educational setting change.

### 3 Government Publications

- 3.1 **Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance, Mandatory in Schools from 13<sup>th</sup> September 2021):** [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94121/relationships-education-relationships-and-sex-education-and-health-education-guidance.pdf)
- 3.2 **Guidance on PSHE:** <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- 3.3 **Specific Guidance on Sex and relationships:** <https://www.gov.uk/government/publications/sex-and-relationship-education>
- 3.4 **Guidance on PREVENT:**  
[https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258\\_HO\\_Prevent\\_Duty\\_Guidance\\_v5c.pdf](https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf)
- 3.5 **Guidance on Safeguarding:** [https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping children safe in education 2023.pdf](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)
- 3.6 **Equality Act and Schools:** [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- 3.7 **Mental Health and Behaviour in Schools:** <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#full-publication-update-history>

## 4 School Policies

### 4.1 The below policies should be read in conjunction with this policy:

- SMSC Policy
- Staff and Pupil Acceptable Use of Devices Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Visitors and Visiting Speaker Policy
- Staff Code of Conduct

### 4.2 Aims and Values Repton Prep Aims – Rounded, Grounded, Unbounded:

#### **Rounded**

We offer a broad curriculum and a diverse extra-curricular experience to prepare our pupils for life beyond school, whilst ensuring that they stay children for longer. We value the transferable skills our pupils gain from a broad curriculum experience: teamwork, dedication, resilience, leadership and a sense of achievement – both collectively and individually. We know that participation, in whatever arena, fosters wellbeing and that physical activity is important for growing children.

#### **Grounded**

We offer our pupils the best in pastoral care; a feeling of personal security and safety whilst understanding their societal responsibilities. We help them to make wise judgements; to be able to discriminate between right and wrong, good and better. We can do this because we know each child as an individual. We also believe that no education is complete without a spiritual element to it, teaching children to appreciate beauty, to be creative and to value others. With these elements in place, we aim to work in partnership with parents to produce grounded young people with a global outlook.

#### **Unbounded**

We aim to build a confidence without arrogance that fosters strong self-belief. A Repton education is about pride in performance, and Repton Prep School aims to provide the highest standard of teaching and learning, in an inspiring and spacious setting. We encourage our pupils to use their minds well. We want each pupil to achieve their personal best and to have the ability to approach all opportunities and challenges with conviction and resilience.

#### **Repton Prep Values:**

- Respect founded on a deep regard for common humanity in each other.
- Wholeness of the person in moral, intellectual, social and physical endeavours.
- Truth The goal of a life-long process of learning.
- Excellence as an aspiration for all, in every pursuit, both individual and collaborative.

## 5 Outcomes

**5.1** PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we can help to tackle barriers to learning, raise aspirations, and improve the life chances of our pupils, and equip them to respond, reflect and act positively on the Values and Aims of the School.

**5.2** PSHE is delivered at Repton Prep by means of a structured programme comprising:

- A spiral curriculum, under the core headings of Relationships, Health and Wellbeing and Living in the Wider World. Delivered in timetabled lessons in all year groups, including mindfulness (EYFS, KS1 & LKS2) and Wellbeing Wednesday (UKS2 & LKS3).
- Form based tutor groups for Prep year groups including 3 tutor lessons per week. The form tutors are supported in tutor periods to deliver whole school themes and initiatives and responding to year group specific needs.
- A varied assembly programme that relates closely to the weekly themes for the pupils' development.

**5.3** External speakers to support and enhance the curriculum relevant to topics and year groups. This includes the opportunity for collaboration between the Repton Prep and Repton Senior school as appropriate. The PSHE Curriculum is complemented by:

- Assemblies
- TPR, Science and ICT curriculum
- Wider School Pastoral Initiatives e.g. World Mental Health Day
- The Aims and Ethos of the school.
- Use of the Pupil voice through committees and councils.
- Staff working groups: E.g. DEIB

**5.4** This work is underpinned by the vital role played by the Heads of Year who provide ongoing pastoral guidance and pastoral support through the work of Form Tutors and the wider Pastoral Team, this is coordinated by the Deputy Head Pastoral and Boarding.

**5.5** These elements are delivered using internal expertise of the staff and outside agencies wherever possible.

**5.6** PSHE is provided by a variety of means during the 11 years that a pupil is at the school, ensuring that there is progression from one year to the next.

**5.7** The Year 5 to Year 8 scheme of work is delivered by a team of dedicated staff and is overseen and monitored by the Head of PSHE.

**5.8** The Pre-Prep and Years 3 and Year 4 scheme of work is delivered by the Form Tutors and is overseen and monitored by the Head of PSHE.

5.9 The Deputy Head Pastoral and Boarding and Head of PSHE maintain close contact with the Medical Team in the School Health and Wellbeing Centre in order to use their expertise in the relevant areas of the PSHE curriculum. The Health and Wellbeing Centre staff are included in the Pastoral Support Group meetings and relevant information is passed on by the Deputy Head Pastoral and Boarding to the Head of PSHE.

6.10 Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules whilst working in the classroom and in their wider roles. More information can be found in the Safeguarding and Child Protection Policy. Guidance is available for those teachers delivering the subject by way of a handbook in the PSHE departmental folders.

## **6 PSHE Curriculum**

6.1 Curriculum overviews for the PSHE programme of study at Repton Prep can be found in Appendix 1.

6.2 Three core themes of Health and Wellbeing, Relationships and Living in the wider world inform planning throughout Repton Prep.

6.3 The school recognises the importance of national initiatives such as Anti Bullying Week (November) and World Mental Health Day and Black History Month (October), LGBTQ+ History Month (February) to deliver key messages to the whole School community.

6.4 The school will also use key national events, such as General Elections to explore themes such as democracy and participation through the holding of mock elections.

6.5 The PSHE curriculum is part of the wider school Pastoral Plan, including weekly assemblies and whole school initiatives such as anti-bullying week and online safety. The Pastoral Plan is published in advance of the term starting and includes the Weekly Themes, Assembly Plans, Tutor Period focus, Wellbeing Wednesday plans, PSHE overview and Key Dates for the year.

6.6 The school recognises that the internet and social media have important characteristics which our pupils should be aware of in order to help them use it safely. Much work has been done and continues to be done in this space around online monitoring and filtering as a result of the updates in KCSIE 2023. The use of Securly and Whisper are now fully rolled out and all pupils sign an acceptable use agreement in ICT at the beginning of the year.



## **7 EYFS**

7.1 Personal, Social and Emotional development is a prime area of development within the EYFS Statutory Framework. The framework includes Early Learning Goals of self-confidence and self-awareness, managing feelings and behaviour and making relationships.

7.2 As part of the Early Years Curriculum, pupils will be involved in activities which help them to:

- Develop a positive sense of themselves and others
- Form positive relationships and develop respect for others
- Develop social skills and learn how to manage their feelings
- Understand appropriate behaviour in groups
- To have confidence in their own abilities.

7.3 In addition to this, in both Nursery and Reception there is a weekly timetabled Circle Time/PSHE lesson. The content of these lessons will follow the three strands identified for whole school PSHE teaching; health and wellbeing, relationships and living in the wider world.

7.4 Planning will reflect the needs of the cohort and allow flexibility to utilise situational opportunities outside of the form room to reinforce learning. This will begin to build the spiral curriculum model including areas identified as key themes for whole school PSHE, taught at an age-appropriate level.

## **8 Key Stage One (Year One and Year Two)**

8.1 In Key Stage One, PSHE teaching builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

8.2 Pupils will continue to have a weekly timetabled PSHE lesson which is planned and delivered by the Form Teacher. The lessons will offer both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. Pupils have a timetabled mindfulness as part of their PSHE lesson each week in Key Stage One.

8.3 The spiral curriculum model utilises the same overarching themes of:

- Families and friendships
- Safe relationships
- Respecting themselves and others
- Belonging to a community
- Media literacy, digital resilience and economic wellbeing
- Physical health and mental wellbeing
- Growing and changing

- Keeping safe including managing risk.

8.4 Within the relationships core theme, pupils will develop their knowledge and understanding about families and friendships, safe relationships and respecting themselves and others.

8.5 Health and wellbeing education will include physical health and mental wellbeing, growing and changing, including naming body parts that make boys different to girls and using the correct anatomical name for these and keeping safe by appreciating that some parts of the body are private.

8.6 Pupils will learn about being part of a community, media literacy and digital resilience and economic wellbeing, to develop their knowledge and understanding of living in the wider world.

8.7 As part of a spiral curriculum, basic first aid teaching takes place within this Key Stage at an age-appropriate level. It includes recognising an emergency and making an emergency phone call. Outside speakers, such as Derbyshire Fire & Rescue service, support the teaching of risk in Year 2.

8.8 Supporting pupils to manage change with regards to transition to Year 3 is taught in Year 2 to ensure pupils have the skills and knowledge to cope with the changes in location and independence this transition brings at Repton Prep.

## **9 Key Stage Two (Year Three and Year Four)**

9.1 In Years 3 and 4, PSHE teaching builds on the skills that pupils acquire during Key Stage One. Pupils continue to have weekly timetabled PSHE lessons, which are planned and delivered by the Form Tutor. Pupils have a timetabled Mindfulness lesson each week. In addition, there are two Form Tutor led form periods and two Prep Assemblies, led by the Head or Senior Management Team, other members of staff or pupils. Pupils participate in a Wellbeing Wednesday activity each week.

9.2 The spiral curriculum model utilises the same overarching themes of

- Families and friendships
- Safe relationships
- Respecting themselves and others
- Belonging to a community
- Media literacy, digital resilience and economic wellbeing
- Physical health and mental wellbeing
- Growing and changing
- Keeping safe including managing risk.

9.3 As stated, PSHE in these year groups builds on prior knowledge from Key Stage One and reflects the increased independence and physical and social awareness of the pupils within this Key Stage. Pupils' understanding of first aid continues within this Key Stage and includes management of bites and stings and bleeding.

9.4 Drugs education will begin in Year 4. Pupils will develop their knowledge and understanding of drugs common to everyday life and the risks associated with these; medicines and household products and the risks associated with their use.

9.5 At the end of Year 4, pupils will be equipped with the skills to manage the transition to Year Five, as they begin to have increased independence around the school site. Pupils require the organisational skills to cope with the movement between lessons with increasing frequency from Year 5 at Repton Prep.

## **10 Key Stage Two (Year Five and Year Six)**

10.1 In Years 5 and 6, there is a timetabled PSHE lesson each week taught by a member of the PSHE department. Where appropriate, lessons will take place in a non-classroom environment to facilitate open discussions. In addition, there are two tutor led form periods and two Prep Assemblies, led by the Head or Senior Management Team, other members of staff or pupils. Pupils participate in a Wellbeing Wednesday activity each week.

10.2 The spiral curriculum model utilises the same overarching themes of:

- Families and friendships
- Safe relationships
- Respecting themselves and others
- Belonging to a community
- Media literacy, digital resilience and economic wellbeing
- Physical health and mental wellbeing
- Growing and changing
- Keeping safe including managing risk.

10.3 The spiral curriculum for first aid teaching in this age group includes asthma, choking, burns and scalds and basic life support.

10.4 As their self of self and independence continues to develop, pupils will gain knowledge and understanding with regards to peer influence and choices and recognising prejudice and discrimination.

10.5 Health and Relationships Statutory Guidance underpins the teaching of puberty in Upper Key Stage Two. Changing and growing and the physical and emotional changes of puberty are addressed in Year 5. Alongside PSHE lessons, where possible, there is a year group talk from an outside speaker from Repton Senior School. This is supported by teaching staff to facilitate the opportunity for single-sex discussions.

10.6 The scheme of work is supported by outside speakers in both year groups, further developing their knowledge and understanding of self-esteem and risk. There is a weekly wellbeing assembly, Wellbeing Wednesday, to recognise the importance of pupils' emotional health and wellbeing and to allow for planned time for the pupils to consider its importance. Year 5 pupils also have the opportunity to participate in an enterprise project.

## 11 Key Stage Three (Year Seven and Year Eight)

- 11.1 In Years 7 and 8, pupils build on the knowledge, understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience within Key Stage Three, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils begin to learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- 11.2 Pupils have a timetabled PSHE lessons each week, taught by a member of the PSHE department. In addition, there are two tutor led form periods and two Prep Assemblies, led by the Head or Senior Management Team, other members of staff or pupils. Pupils participate in a Wellbeing Wednesday activity each week.
- 11.3 Pupils will develop their knowledge and understanding of social norms and risks associated with smoking (Year 7) and drugs and alcohol (Year 8), personal identity, physically and mentally healthy lifestyles and healthy and positive relationships. The spiral curriculum for first aid continues to extend the pupils' knowledge, including CPR and AED use.
- 11.4 The RSE statutory guidance underpins the content of sex and relationships education in these year groups and includes physical and emotional changes in puberty (Year 7) and sexual relationships, contraception and sexually transmitted infections (Year 8).
- 11.5 In the Summer term, Year 7 pupils have the opportunity to undertake peer mentorship training in preparation for 'R' team responsibilities that they can opt to join in Year 8.
- 11.6 Transition is a focus in Year 8 as pupils prepare to move forward to the Senior School. We will actively seek opportunities to utilise 'outside speakers' and initiatives that support this with topics that are suitable to both Year 8 and Year 9.
- 11.7 The scheme of work is supported by outside speakers in both year groups to develop knowledge of body image (Year 7) and drugs (Year 8). Weekly themes and whole school initiatives, including anti-bullying week and online safety support the scheme of work.

## 12 Relationships Education, Relationships and Sex Education (RSE) - Introduction

12.1 RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

12.2 A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

12.3 RSE at Repton Prep is firmly rooted within the School's PSHE framework. It :

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- provides pupils with the information they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- enables pupils to know what a good relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- discusses resisting pressure to have sex (and not applying pressure/the concept on consent)
- discusses developing appropriate intimate relationships
- includes contraception during intimate relationships.
- teaches what is acceptable and what unacceptable behaviour in relationships. By understanding what a healthy relationship is, pupils can be empowered to identify when relationships are unhealthy. Pupils will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- helps pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- looks at grooming and sexual exploitation in an age appropriate and timely manner.
- addresses physical and emotional damage caused by FGM. This will be introduced in a sensitive, timely and age-appropriate manner.
- teaches the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- discusses key aspects of the law relating to sex and includes:
  - age of consent
  - what consent is and is not

- gives definitions and recognition of rape, sexual assault and harassment. This will be covered in terms of respectful, healthy relationships and include signposting for help, advice and further information
- discusses choices permitted by the law around pregnancy. This will only be covered should we need to react to a school or wider community issue.

## 13 Formulating the RSE Policy

13.1 This policy is to be reviewed on an annual basis by the Deputy Head Pastoral and Boarding and the Head of PSHE.

13.2 In formulating the policy reference has been made to key Government guidance:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

There has also been extensive use made of a number of relevant teaching resources and information websites:

- [Disrespect NoBody campaign - GOV.UK \(www.gov.uk\)](https://www.gov.uk/campaigns/disrespect-no-body)
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>
- <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>
- <https://www.sexeducationforum.org.uk/>

## 14 Delivery of RSE

- 14.1 RSE is delivered through the PSHE Programme and taught in the dedicated PSHE lessons. Where possible, the school uses external speakers to deliver key aspects of the RSE curriculum in workshops where pupils are taken off timetable to attend.
- 14.2 The school believes that effective RSE is essential if young people are to make well informed decisions about their lives. The objective of RSE is to help and support the pupils through their physical, emotional and moral development, enabling them to respect themselves and others and also to move with confidence from childhood through adolescence and into adulthood.
- 14.3 Relationships Education at the School will help pupils to develop the skills and understanding they need to lead confident, healthy and independent lives.
- 14.4 Relationships Education will also promote the spiritual, moral, cultural, mental and physical development of pupils at the school, which in turn should prepare them for the opportunities, responsibilities and experiences of adult life.
- 14.5 It is the School's belief that effective RSE does not encourage early sexual experimentation; instead, it teaches pupils to understand human sexuality and to respect themselves and others. It also helps to build up confidence and self-esteem which will enable them to understand the reasons for delaying sexual activity.
- 14.6 The School makes extensive use of available resources in the delivery of the course content. These resources are assessed for the age and maturity of the pupils.
- 14.7 Every effort is made to ensure that the resources are engaging and relevant.

## **15 Key Elements of Relationship, Health and Sex Education**

### **15.1 Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, marriage and committed relationships and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

### **15.2 Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others.
- learning to make choices based on an understanding of difference and with an absence of prejudice.
- managing conflict.
- learning how to recognise and avoid exploitation and abuse.

### **15.3 Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services, STIs
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay

15.4 In addition to the provision outlined below, The Health and Wellbeing Centre provides medical advice and counselling to individual pupils on various matters pertaining to Sex and Relationships and sexual health. The School Counsellor and the medical staff in the Health and Wellbeing Centre are also available to give advice to individual pupils. Details on how to contact the above are posted on form notice boards and in key areas around the school.



## 16 Overview of Statutory requirements for Relationships, Sex and Health Education EYFS – Year 8

<p><b><u>EYFS – Year 6 Relationships Education</u></b></p> <p>Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.</p> <p>By the end of Year 6 pupils will have been taught content on:</p> <ul style="list-style-type: none"> <li>• Families and people who care for me.</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<p><b><u>Key Stage 3 - Relationships and Sex Education</u></b></p> <p>Relationships and Sex Education will build on the teaching to Year Six. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Children will be taught content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to intimate relationships, to equip the child with the knowledge they need to make safe, informed and healthy choices as they progress through adult life.</p> <p>Beginning in Year 7 and continuing onto Repton Senior School, pupils will be taught content on:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful relationships, including friendships.</li> <li>• Online media</li> <li>• Being safe</li> <li>• Intimate and sexual relationships, including sexual health.</li> </ul>
<p><b><u>Health Education EYFS – Year 8</u></b></p> <p>Health education aims to give the child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. As part of a spiral curriculum, during their time at Repton Prep pupils will be taught content on:</p> <ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Eating healthy</li> <li>• Facts and risks associated with drugs, alcohol and tobacco.</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body</li> </ul>	

## **17 Accessibility of content for all pupils, including those with SEND**

17.1 The school recognises that PSHE and RSE must be accessible for all pupils and thus aims to provide high quality teaching that is differentiated and personalised.

## **18 Requirements on Schools in Law: Equality**

18.1 The school is mindful of the guidance provided in the Equality Act, 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

18.2 The School works to ensure the fostering of healthy and respectful child-to-child communication and behaviour, including between boys and girls. It also provides an environment which challenges perceived limits on pupils based on any protected characteristics.

18.3 As part of the delivery of RSE the School works to ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

18.4 Teaching is delivered in a sensitive and age-appropriate way in relation to approach and content.

18.5 LGBTQ+ content is delivered as integrated content into the programme of study.

18.6 The School recognises that there should be opportunities given to explore the features of stable relationships, including healthy same-sex relationships.

## **19 Monitoring, Assessment and Evaluation of RSE**

19.1 There is a termly student questionnaire of the Year 5 – Year 8 PSHE programme that allows the pupils to give anonymous feedback on the curriculum content. Pupils also complete a questionnaire following their Puberty topic to allow them to feedback on content in order to adjust our curriculum provision, mindful of pupil voice.

19.2 There is ongoing review of the programme. This includes incorporating suggestions made by the Health and Wellbeing Centre.

19.3 The PSHE department meets to discuss progress with the Schemes of Work. Section Leads and member of the PSHE Team attend weekly Pastoral Meetings and feedback relevant information to the Head of PSHE.

19.4 It is important for pupils to have the opportunities to reflect on their learning, especially when that learning relates directly to that individual's identity – their personal qualities, attitudes, skills, achievements and influences. Assessment increases pupils' motivation and improves learning as increased awareness of their own development illustrates the value of their learning. Assessment allows the leadership team, parents, Governors and School Inspectors to see the impact PSHE education is having for pupils and for whole school outcomes.

19.5 PSHE education covers issues in areas of life which children and young people will be affected by in different ways and at different times. To assess learning and progress effectively, it is important we carry out a baseline assessment prior to any new topic. Assessment for Learning will be built into lessons and at the end of a piece of learning, progress will be measured from each individual's starting point. We will use this to evidence progress and inform future teaching.

19.6 The School Council are invited for comment on the delivery and content of the subject.

## **20 Staff Training and Delivery of Content**

20.1 It is School's policy that no member of staff will be required to teach RSE unless s/he is willing to do so.

20.2 Those staff who teach PSHE are provided with a handbook which outlines best practice for teaching PSHE curriculum.

20.3 Each year group will be taught appropriate to their age and developmental stage.

20.4 The content of the course is delivered in a non-judgemental, factual way and allows scope for the pupils to ask questions in a safe environment. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. If a question arises and a teacher feels it would be inappropriate to answer, the child will be encouraged to ask their parents or guardian at home or House Parent in boarding.

20.5 Basic lesson / Resources Sheets for all topics are the responsibility of the teacher and created by members of the department and shared as appropriate. Through regular departmental meetings we promote collaboration.

20.6 Advice from DDSCB and PSHE Association is regularly and appropriately used. We maintain an active membership with the PSHE association and seek advice.

- <https://www.pshe-association.org.uk/>

20.7 Close links are maintained with the School Doctors, The School Nurses at the Health and Wellbeing Centre and the School Counsellor.

**20.8** Expertise is also drawn from close links with our outside speakers who return regularly to the school.

## **21 Child Protection**

21.1 Staff involved in RSE will be reminded of the contents of the School's Safeguarding and Child Protection Policy, especially regarding the correct procedures if a pupil discloses anything that could be considered as child abuse in any form.

21.2 They will also be reminded of the necessity to contact the school's Designated Safeguarding Lead (Deputy Head Pastoral and Boarding) if any allegations or disclosures of abuse are made.

## 22 Parental Consent and Right to Withdraw

22.1 Although parents will be strongly advised to allow their children to participate in the RSE sessions, the school recognises that Legislation states parents have the right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in our Science curriculum, if they so wish. Parents should formally request withdrawal from the Head in writing. A meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent/carer request to withdraw the child from the topic(s). We will document this process to ensure a record is kept.

22.2 If a child is excused, it is the school's responsibility to ensure that a pupil receives appropriate, purposeful education during the period of withdrawal.

22.3 Advice and information regarding the content of the courses will be available from the Deputy Head Pastoral and Boarding and Head of PSHE.

22.4 Notice of when these topic areas are to be delivered will be communicated to parents in a timely manner, prior to teaching. This is to inform parents and guardians and to enable them to support their child with this important aspect of their education. Due to the statutory nature of the subject, there is no right of withdrawal from Health and Relationships education, this includes the physical and emotional changes in puberty.

22.5 The topics from which a pupil can be withdrawn are highlighted on the curriculum overviews.

22.6 There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

## 23 Parental Consultation

23.1 The policy document will be published on the school website and parents will be invited to submit comments on the content and delivery of the subject.

23.2 Our commitment to PSHE will also form part of the Transition meetings with parents and at Termly parent representative meetings. The key topics being covered through that Key Stage/Year Group/Section will be shared. Parents will be invited to ask questions and be given the key contacts for further information.

## 24 Review

24.1 This policy is reviewed annually by the Deputy Head Pastoral and Boarding and the Head of PSHE.

24.2 The school ensures that the PSHE programme takes account of the Statutory Guidance for all schools, which became mandatory in 2020.

**24.3** The programme is open and flexible to allow sessions to reflect on current events which need to be discussed in context.

# Appendix One - Policy Context and Rationale

## 1.1 Curriculum Overview

Relationships
Health & Wellbeing
Living in the Wider World

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Families and close positive relationships</b> Settling in, making new friends What makes a good friend? My Family and their features (Linked to EYFS NEW curriculum 'Building Relationships')</p> <p><b>Respecting self and others</b> Golden Rules, listening to others, Playing cooperatively, Kind and unkind behaviour Patience – ability to wait for what they want (linked to EYFS NEW curriculum 'Managing Self/Self-Regulation')</p>	<p><b>Healthy Lifestyles (physical wellbeing)</b> Healthy lifestyles; healthy diet, physical exercise, rest and its impact on health and wellbeing; sleep (Linked to EYFS NEW curriculum 'Managing Self')</p> <p><b>Keeping Safe</b> Role of professionals that keep us safe.</p> <p><b>Mental Health</b> Show understanding of feelings and those of others. (Linked to EYFS NEW curriculum 'Self-Regulation')</p>	<p><b>Safe Relationships</b> Stranger Danger How can we stay safe? Personal hygiene needs</p> <p><b>Respecting Ourselves and Others</b> Being Grateful, Setting goals Listening to others, Playing cooperatively, show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingl (Linked to EYFS NEW curriculum 'Self-Regulation')</p>	<p><b>Shared Responsibilities Communities</b> Reasons for rules (Linked to EYFS NEW curriculum 'Managing Self') Looking after the environment (Linked to EYFS NEW curriculum UTW strand 'The Natural World')</p> <p><b>Communities</b> Different roles and responsibilities within the school community and the wider world (Linked to EYFS NEW curriculum 'Self-Regulation')</p>	<p><b>Ourselves – Growing &amp; Changing</b> How we have changed? Confident to try new activities, show independence, resilience and perseverance (Linked to EYFS NEW curriculum 'Managing Self')</p> <p><b>Healthy Lifestyles</b> Sun Safety</p> <p><b>Keeping Safe</b> First Aid – Bites &amp; stings Keeping safe out and about Positive attachments to safe adults (Linked to EYFS NEW curriculum 'Building Relationships')</p>	<p><b>Media Literacy &amp; Digital Resilience</b> Role of the internet and the basics of staying safe when playing on a device.</p> <p><b>British Values</b> Moving on New friendships Form positive attachments (Linked to EYFS NEW curriculum 'Building Relationships')</p>
<b>Year 1</b>	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p><b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p>	<p><b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment?</p> <p><b>Money and Work</b> Strengths and interests; jobs in the community</p>	<p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p><b>Keeping safe</b> How rules and age restrictions help us; keeping safe online</p>	<p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p>	<p><b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online</p>	<p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety</p>
<b>Year 2</b>	<p><b>Friendship and families:</b> Roles of different people; Families;</p>	<p><b>Communities</b> Belonging to groups; Roles and responsibilities;</p>	<p><b>Physical Health and Mental Wellbeing</b> <b>Keeping healthy.</b></p>	<p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p>	<p><b>Economic Wellbeing: aspirations work and career.</b></p>	<p><b>Keeping Safe</b> Risks; Keeping safe at home; Household products; Safe in</p>

	Feeling cared for; friendships; bullying and hurtful behaviour.	similarities and differences  <b>Media literacy and digital resilience</b> Safety online; Internet; True or not?	Food and exercise; Hygiene routines; Dental care; vaccines.  <b>Growing &amp; Changing</b> Body parts; Growth and change  <b>Drugs, alcohol and tobacco</b> About things that people put into their body and on to their skin that can affect how they feel. (Safe use of medicines)	<b>Respecting Ourselves &amp; Others</b>  How behaviour affects others; being polite and respectful; listening to others and sharing opinions	Strengths; Jobs and earnings  <b>Economic wellbeing: Money</b> Money; Spending; Needs or Wants; Saving	different environments; Who can keep us safe.  <b>First Aid</b> Emergencies and calling for help.
Year 3	<b>Friendship and families:</b> Making and maintaining healthy friendships; similarities and difference. What makes a family, features of family life?	<b>Healthy lifestyles (physical wellbeing)</b> Healthy lifestyles; healthy diet, physical exercise, rest and its impact on health and wellbeing; sleep, Making choices.  <b>Keeping safe</b> risks that may cause injury or harm	<b>Safe relationships:</b> Trusted people and feeling safe; keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.  <b>Respecting ourselves and others:</b> Recognising respectful behaviour; the importance of self-respect; courtesy & being polite	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability.  <b>Communities</b> Roles of different people in the community	<b>Ourselves, Growing &amp; Changing:</b> Personal strengths and achievements  <b>Healthy Lifestyles</b> Sun safety  <b>Keeping Safe</b> First Aid – Bites & stings Keeping safe out and about	<b>Media literacy &amp; digital resilience</b> To evaluate whether a game is suitable to play or appropriate for their age group.  <b>Economic Wellbeing, Aspirations, work and Career</b> job stereotypes: skills needed to do a job  <b>British Values</b>
Year 4	<b>Friendship and families:</b> Positive Friendships including online.  World Mental Health Day.	<b>Mental Wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care.  <b>Bullying</b> Recognise bullying; How it makes us feel; how to get help.	<b>Safe relationships:</b> Responding to hurtful behaviours; managing confidentiality; recognising risks online.  <b>Respecting ourselves and others:</b> Respecting difference and similarities; discussing difference sensitively.	<b>Belonging to a Community:</b> What makes a community; belonging; shared responsibilities?	<b>Health &amp; Wellbeing</b> Growing & Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.  <b>Keeping Safe</b> Medicines and household products; drugs common to everyday life. Basic First Aid - Bleeding	<b>Media literacy &amp; digital resilience</b> How data is shared and used.  <b>Money and work</b> Making decisions about money; using and keeping money safe.  <b>British Values</b>
Year 5	<b>Friendships</b> The importance of friendship, about the importance of friendships;	<b>Healthy lifestyles (physical wellbeing)</b> The importance of planning for a	<b>Families and close positive relationships</b> Different types of relationships,	<b>Shared responsibilities</b> Protecting the environment and compassion towards others	<b>Healthy lifestyles (physical wellbeing)</b> Sun Safety	<b>Shared Responsibilities</b>  Rules & Laws, Rights & Responsibilities

	<p>strategies for building positive friendships; how positive friendships support wellbeing.</p> <p><b>Respecting self and others</b> Responding respectfully to a wide range of people;</p>	<p>healthy lifestyle - choices</p> <p><b>Keeping Safe</b> Privacy &amp; Personal Boundaries Personal Safety including online.</p> <p><b>Ourselves, Growing &amp; Changing</b> to recognise their individuality and personal qualities</p>	<p>marriage, and family life</p> <p><b>Safe Relationships</b> Confidentiality and secrets and recognising pressure from others.</p> <p><b>Respecting self and others</b> Respecting themselves and diversity of others</p>	<p><b>Economic Wellbeing</b> Job interests and aspirations. Skills for future careers.</p>	<p><b>Ourselves, Growing &amp; Changing</b> Puberty (emotional and physical changes), Personal identity</p> <p><b>Keeping Safe</b> First Aid – Asthma &amp; Allergies</p>	<p>Stereotypes and about what influences people's decisions about a job. (L26, L27, L28)</p>
Year 6	<p><b>Friendships</b> What constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships. (R11)</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; (R12)</p>	<p><b>Health &amp; Hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition and what influences these choices. (H3)</p> <p><b>Ourselves, Growing &amp; Changing</b> Managing setbacks &amp; failure (H29)</p> <p><b>Keeping Safe-First Aid</b> Choking Burns &amp; scalds. Basic life support (H43)</p>	<p><b>Media Literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; (L11, L12, L13, L16)</p> <p>Choosing age-appropriate TV, games and online content; Influences relating to gambling. (H37)</p>	<p><b>Growing &amp; Changing</b> Puberty (emotional and physical changes),</p> <p><b>Healthy Lifestyles</b> (physical wellbeing)</p> <p>Bacteria, viruses, and personal hygiene(H9)</p> <p>Responsible use of medicine, vaccinations, and immunisations. (H10)</p>	<p><b>Friendships &amp; Managing change</b> How friendships can change over time, about making new friends and the benefits of having different types of friends. (R16)</p> <p>Managing change, loss and bereavement; Sources of support. (H23)</p>	<p><b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals. (L25)</p> <p>New opportunities and responsibilities. (H35)</p>
Year 7	<p><b>Relationships</b> Forming and maintaining respectful relationship. Qualities and behaviour – what is healthy/unhealthy.</p> <p>To develop conflict management skills and be able to reconcile.</p>	<p><b>Living in the Wider World</b> e-safety, fake news, and consequences Challenging stereotypes L10</p>	<p><b>Health &amp; Wellbeing</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence.</p> <p>Appearance ideals, body talk etc.</p> <p><b>First Aid</b> Allergies Asthma Bleeding</p>	<p><b>Positive Relationships</b> <b>Relationship Values</b> <b>Consent</b></p>	<p><b>Health &amp; Wellbeing</b> Nutrition and diet Sleep exercise Smoking &amp; vaping Drugs and classes</p>	<p><b>Careers &amp; Aspirations</b> Developing skills and aspirations.</p> <p>Transition</p>
Year 8	<p><b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a</p>	<p><b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for</p>	<p><b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes. Routes into careers; Progression routes; Online presence</p>	<p><b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety. To increase awareness of the risks of taking harmful drugs. To understand the law</p>	<p><b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour, and intimacy; Consent in intimate situations; Introduction to contraception and sexual health</p>	<p><b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>



	group and in relation to substance use.	themselves and others		pertaining to drug abuse.		
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## 1.2 PSHE – Health and Wellbeing – Whole School by Year Group

EYFS	<p><b>Healthy Lifestyles (physical wellbeing)</b> Healthy lifestyles; healthy diet, physical exercise, rest and its impact on health and wellbeing; sleep (Linked to EYFS NEW curriculum ‘Managing Self’)</p> <p><b>Keeping Safe</b> Roles of professional that keep us safe.</p> <p><b>Mental Health</b> Show understanding of feelings and those of others. (Linked to EYFS NEW curriculum ‘Self-Regulation’)</p> <p><b>Ourselves – Growing &amp; Changing</b> How we have changed? Confident to try new activities, show independence, resilience and perseverance. (Linked to EYFS NEW curriculum ‘Managing Self’)</p> <p><b>Healthy Lifestyles</b> Sun safety</p> <p><b>Keeping Safe</b> First Aid – Bites &amp; stings Keeping safe out and about Positive attachments to safe adults (Linked to EYFS NEW curriculum ‘Building Relationships’)</p>
Year 1	<p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p><b>Keeping safe</b> How rules and age restrictions help us, keeping safe online</p> <p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety</p>
Year 2	<p><b>Physical Health and Mental Wellbeing</b></p> <p><b>Keeping healthy.</b> Food and exercise; Hygiene routines; Dental care; vaccines;</p> <p><b>Growing &amp; Changing</b> Body parts; Growth and change</p> <p><b>Drugs, alcohol and tobacco</b> About things that people put into their body and on to their skin that can affect how they feel. (Safe use of medicines)</p> <p><b>Keeping Safe</b> Risks; Keeping safe at home; Household products; Safe in different environments; Who can keep us safe.</p> <p><b>First Aid</b> Emergencies and calling for help</p>
Year 3	<p><b>Healthy lifestyles (physical wellbeing)</b> Healthy lifestyles; healthy diet, physical exercise, rest and its impact on health and wellbeing; sleep, Making choices.</p> <p><b>Keeping safe</b> risks that may cause injury or harm.</p> <p><b>Ourselves, Growing &amp; Changing:</b> Personal strengths and achievements</p> <p><b>Healthy Lifestyles</b> Sun safety</p> <p><b>Keeping Safe</b> First Aid – Bites &amp; stings</p>

	Keeping safe out and about
Year 4	<p><b>Mental Wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p><b>Bullying</b> Recognise bullying; How it makes us feel; how to get help.</p> <p><b>Health &amp; Wellbeing</b> Growing &amp; Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p><b>Keeping Safe</b> Medicines and household products; drugs common to everyday life. Basic First Aid - Bleeding</p>
Year 5	<p><b>Healthy lifestyles (physical wellbeing)</b> The importance of planning for a healthy lifestyle - choices</p> <p><b>Keeping Safe</b> Privacy &amp; Personal Boundaries Personal Safety including online.</p> <p><b>Ourselves, Growing &amp; Changing</b> to recognise their individuality and personal qualities</p> <p><b>Healthy lifestyles (physical wellbeing)</b> Sun Safety</p> <p><b>Ourselves, Growing &amp; Changing</b> Puberty (emotional and physical changes), Personal identity</p> <p><b>Keeping Safe</b> First Aid – Asthma &amp; Allergies</p>
Year 6	<p><b>Health &amp; Hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition and what influences these choices.</p> <p><b>Ourselves, Growing &amp; Changing</b> Managing setbacks &amp; failure</p> <p><b>Keeping Safe-First Aid</b> Choking Burns &amp; scalds. Basic life support</p> <p><b>Growing &amp; Changing</b> Puberty (emotional and physical changes),</p> <p><b>Healthy Lifestyles</b> (physical wellbeing) Bacteria, viruses and personal hygiene Responsible use of medicine, vaccinations and immunisations.</p>
Year 7	<p><b>Health &amp; Wellbeing</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence. Appearance ideals, body talk etc.</p> <p><b>First Aid</b> Allergies Asthma Bleeding</p> <p><b>Health &amp; Wellbeing</b> Nutrition and diet Sleep exercise Smoking &amp; vaping Drugs and classes</p>

Year 8	<p><b>Mental health and wellbeing:</b>  Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others.</p> <p><b>First aid and keeping safe:</b>  First aid including CPR and defibrillator use; Personal safety including travel safety.</p> <p>To increase awareness of the risks of taking harmful drugs. To understand the law pertaining to drug abuse. <b>Sexual health and STI's</b></p>
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### 1.3 PSHE – Living in the Wider World – Whole School by Year Group

EYFS	<p><b>Shared Responsibilities</b></p> <p><b>Communities</b> Reasons for rules (Linked to EYFS NEW curriculum ‘Managing Self’) Looking after the environment (Linked to EYFS NEW curriculum UTW strand ‘The Natural World’)</p> <p><b>Communities</b> Different roles and responsibilities within the school community and the wider world (Linked to EYFS NEW curriculum ‘Self-Regulation’)</p> <p><b>Media Literacy &amp; Digital Resilience</b> Role of the internet and the basics of staying safe when playing on a device.</p> <p><b>British Values</b></p>
Year 1	<p><b>Belonging to a community</b> What rules are; caring for others’ needs; looking after the environment?</p> <p><b>Money and Work</b> Strengths and interests; jobs in the community</p> <p><b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online</p>
Year 2	<p><b>Communities</b> Belonging to groups; Roles and responsibilities; similarities and differences</p> <p><b>Media literacy and digital resilience</b> Safety online; Internet; True or not?</p> <p><b>Economic Wellbeing: aspirations work and career.</b> Strengths; Jobs and earnings</p> <p><b>Economic wellbeing: Money</b> Money; Spending; Needs or Wants; Saving</p>
Year 3	<p><b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability.</p> <p><b>Communities</b> Roles of different people in the community</p> <p><b>Media literacy &amp; digital resilience</b> To evaluate whether a game is suitable to play or appropriate for their age group.</p> <p><b>Economic Wellbeing, Aspirations, work and Career</b> job stereotypes: skills needed to do a job.</p> <p><b>British Values</b></p>

Year 4	<p><b>Belonging to a community</b> What makes a community; belonging; shared responsibilities?</p> <p><b>Media literacy &amp; digital resilience</b> How data is shared and used.</p> <p><b>Money and work</b> Making decisions about money; using and keeping money safe.</p> <p><b>British Values</b></p>
Year 5	<p><b>Shared responsibilities</b> Protecting the environment and compassion towards others</p> <p><b>Economic Wellbeing</b> Job interests and aspirations. Skills for future careers.</p> <p><b>Shared Responsibilities</b> Rules &amp; Laws, Rights &amp; Responsibilities Stereotypes and about what influences people's decisions about a job.</p>
Year 6	<p><b>Media Literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information. Choosing age-appropriate TV, games and online content; Influences relating to gambling.</p> <p><b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals. New opportunities and responsibilities.</p>
Year 7	<p><b>Living in the Wider World</b> e-safety, fake news and consequences Challenging stereotypes.</p> <p><b>Careers &amp; Aspirations</b> Developing skills and aspirations. Transition</p>
Year 8	<p><b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes. Routes into careers; Progression routes; Online presence</p> <p><b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>

## 1.4 RSE – Relationship Education – Whole School by Year Group

EYFS	<p><b>Families and Close positive relationships:</b>  Settling in  Making new friends What makes a good friend?  My Family and their features  (Linked to EYFS NEW curriculum ‘Building Relationships’)</p> <p><b>Respecting self and others:</b>  Golden Rules  Listening to others  Playing cooperatively  Kind and unkind behaviour  Patience – ability to wait for what they want.  (Linked to EYFS NEW curriculum ‘Managing Self/Self-Regulation)</p> <p><b>Safe relationships:</b>  Stranger Danger  How can we stay safe?  Personal hygiene needs</p> <p><b>Respecting ourselves and others:</b>  Being Grateful  Setting goals  Listening to others  Playing cooperatively  Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  (Linked to EYFS NEW curriculum ‘Self-Regulation’)  Moving on  New friendships  Form positive attachments  (Linked to EYFS NEW curriculum ‘Building Relationships’)</p>
Year 1	<p><b>Families and friendships</b>  Roles of different people; families; feeling cared for</p> <p><b>Respecting ourselves and others</b>  How behaviour affects others; being polite and respectful</p> <p><b>Safe relationships</b>  Recognising privacy; staying safe; seeking permission</p>
Year 2	<p><b>Friendship and families:</b>  Roles of different people; Families; Feeling cared for; friendships; bullying and hurtful behaviour.</p> <p><b>Safe Relationships</b>  Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting Ourselves &amp; Others</b>  How behaviour affects others; being polite and respectful; listening to others and sharing opinions</p>
Year 3	<p><b>Friendship and families:</b>  Making and maintaining healthy friendships; similarities and difference.  What makes a family.</p> <p><b>Safe relationships:</b>  Trusted people and feeling safe; keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.</p> <p><b>Respecting ourselves and others:</b>  Recognising respectful behaviour; the importance of self-respect; courtesy &amp; being polite</p>

Year 4	<p><b>Friendship and families:</b> Positive Friendships including online.</p> <p><b>Safe relationships:</b> Responding to hurtful behaviours; managing confidentiality; recognising risks online.</p> <p><b>Respecting ourselves and others:</b> Respecting difference and similarities; discussing difference sensitively.</p>
Year 5	<p><b>Friendships</b> The importance of friendship, managing conflict.</p> <p><b>Respecting self and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>Families and close positive relationships</b> Different types of relationships, marriage and family life</p> <p><b>Safe Relationships</b> Confidentiality and secrets and recognising pressure from others.</p> <p><b>Respecting self and others</b> Respecting themselves and diversity of others</p>
Year 6	<p><b>Friendships</b> What constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face.</p> <p><b>Friendships &amp; Managing change</b> How friendships can change over time, about making new friends and the benefits of having different types of friends. Managing change, loss and bereavement; Sources of support.</p>

### Relationships and Sex Education Year 7 and Year 8

Year 7	<p><b>Relationships</b> Forming and maintaining respectful relationship. Qualities and behaviour – what is healthy/unhealthy. To develop conflict management skills and be able to reconcile.</p> <p><b>Positive Relationships</b> <b>Relationship Values</b> <b>Consent</b></p>
Year 8	<p><b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p> <p><b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and <b>intimacy;</b> <b>Consent in intimate situations; Introduction to contraception.</b></p>



## 1.5 PSHE – Basic First Aid Progression in PSHE – Whole School by Year Group

Year group	First Aid covered, links & resources
Year 1	<p><b><u>Making an emergency phone call:</u></b>            To know what an emergency is and to make a phone call if needed.            I understand what an emergency is.            I know the number to call in an emergency.            I know my address and postcode</p>
Year 2	<p><b><u>Emergencies and calling for help:</u></b>  <ul style="list-style-type: none"> <li>• To understand the role they can take in an emergency situation</li> <li>• I understand it is most important to ensure the safety of myself and others in the event of an emergency</li> <li>• I can assist in an emergency by correctly calling for help</li> <li>• I know the information I need to give to emergency services if they are called to an incident</li> </ul> </p>
Year 3	<p><b><u>Bites and stings:</u></b>            To Ensure the safety of themselves and others            I can assess a casualty's condition calmly and identify an allergic reaction to a bite or sting.            I can comfort and reassure a casualty who has been bitten or stung.            I can seek medical help if required</p>
Year 4	<p><b><u>Bleeding:</u></b>            To understand how to help someone who is bleeding.            I know that it is important to ensure the safety of myself and others.            I can assess a casualty's condition calmly.            I know how to comfort and reassure a casualty who is bleeding.            I can explain how to seek medical help if required.</p>
Year 5	<p><b><u>Asthma:</u></b>            To understand how to help someone with asthma.            I can identify and manage a casualty who is having difficulty breathing due to asthma.            I can ensure the safety of themselves and others.            I can assess a casualty's condition calmly.            I can comfort and reassure a casualty who is having an asthma attack.            I know how to seek medical help if required.</p> <p><b><u>Allergies:</u></b>            To ensure the safety of themselves and others.            I can identify a casualty who is having an allergic reaction.            I can give first aid to a casualty who is having an allergic reaction.            I can seek medical help if required.</p>
Year 6	<p><b><u>Choking:</u></b>            To understand how to help someone who is choking.            I recognise when someone is choking.            I can explain how to administer first aid to a casualty that is choking (including back blows and tummy thrusts)            I know how to seek medical help if required for a choking casualty.</p> <p><b><u>Burns &amp; Scalds:</u></b>            To ensure their own safety and the safety of others            I can identify a burn or scald.            I can give first aid to a casualty who has a burn or scald.            I can seek medical help if required.</p> <p><b><u>Basic life support:</u></b>            To understand how to help someone who is unresponsive.</p>

	<p>I can explain how to conduct a primary survey.</p> <p>I can place a casualty who is unresponsive and breathing normally into the recovery position.</p> <p>I understand how to seek medical help</p>
<b>Year 7</b>	<p><b><u>Allergies:</u></b></p> <p>I can identify someone who is having an allergic reaction.</p> <p>I can help a casualty who is having an allergic reaction.</p> <p>I can call for help if required for a casualty who is having an allergic reaction.</p> <p><b><u>Asthma:</u></b></p> <p>I can identify a casualty who is having an asthma attack.</p> <p>I can give first aid to a casualty having an asthma attack.</p> <p>I can seek medical help if required.</p> <p><b><u>Bleeding:</u></b></p> <p>I can ensure the safety of myself and others.</p> <p>I can assess a casualty's condition calmly.</p> <p>I can comfort and reassure a casualty who is bleeding.</p> <p>I can seek medical help if required</p>
<b>Year 8 (PSHE and part of Year 8 Curriculum)</b>	<p><b><u>Head injuries:</u></b></p> <p>To ensure the safety of themselves and others</p> <p>I can identify when a casualty has a head injury.</p> <p>I can give first aid to a casualty who has a head injury.</p> <p>I can seek medical help if needed.</p> <p><b><u>KS3 Basic life support</u></b></p> <p>Delivery of this session must ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be able to identify when a casualty may require an assessment and possible life support.</p> <p>Education will include the chain of survival, noting how recovery rates link to the events within the chain. This topic is split into 3 sections:</p> <ul style="list-style-type: none"> <li>• <b>Primary survey:</b> Using DRsABC students will learn a systematic approach to life support, be able to recall information and complete the actions of a primary survey.</li> <li>• <b>Recovery position:</b> Students will understand that a casualty who is unresponsive and breathing normally should be placed into the recovery position, they should understand and be able to explain why this is important.</li> </ul> <p><b>CPR (and AED):</b> Students must be able to recognise that in the instance of a casualty who is unresponsive and not breathing normally 999/112 must be called, and CPR commenced (and an AED sought by a helper if possible). They can advise another individual on how to help if they are not able to do so themselves.</p>

## Appendix Two – Whole School Awareness Days and Initiatives

### 2.1 Whole School Awareness Days and Pastoral Initiatives

All of these events and activities can be seen through extensive use of @ReptonPreplife Twitter Account

Date	Area of Focus	Details of events and activities	Point of Delivery / Target audience
Ongoing	<b>Health and Wellbeing Resources</b>	<p>* Health and Wellbeing boards to be created.</p> <p>*These boards are used to provide information on areas such as Friendships and Mental Health</p> <p>*This leads to further opportunities for discuss further with Form Tutors in Tutor periods</p>	Health and Wellbeing Centre/ Deputy Head Pastoral and Boarding create resources.
Ongoing	<b>Weekly Focus of Wellbeing Matters</b>	<p>*Wellbeing Wednesday to include tips on key areas of pupil Wellbeing.</p> <p>*Themes so far have covered:</p> <ul style="list-style-type: none"> <li>• Strategies for maintaining good mental health.</li> <li>• Sleep</li> <li>• Stress and Anxiety</li> </ul>	<p>House Events</p> <p>E-mailed to all pupils &amp; parents.</p> <p>Tutor periods.</p>
Ongoing reminders issued.	<b>Fundamental British Values</b>  <b>Safeguarding</b>  <b>Online Safety</b>	<p>*Posters in every classroom reiterating FBV's.</p> <p>* Weekly staff email update for relevant Safeguarding issues.</p> <p>Standing Agenda item on every departmental meeting</p> <p>Inset Training and Weekly Stand Up whole school meeting.</p> <p>Parental/pupil/staff talks from Karl Hopwood.</p>	Whole School, through tutors

		<p>Staff sign acceptable use policy as part of their induction and through VVW for current staff.</p> <p>Whisper – Pupil voice</p> <p>Securly – Filtering and Monitoring</p>	
<b>September (Exeat weekend)</b>	<b>Macmillan coffee morning</b>	<p>*Pop-up café in Dining Hall</p> <p>*Opportunity to support the work of Macmillan and raise awareness about this important issue.</p> <p>* Cake sales arranged by pupils.</p>	Whole School, through Houses
<b>October</b>	<b>World Mental Health Day</b>	<p>*Pupils encouraged to participate in World Mental Health Day initiatives.</p>	<p>Significant input from the Health and Wellbeing Centre</p> <p>Whole School</p>
<b>October</b>	<b>Black History Month</b>	<p>*Pastoral focus with displays created.</p> <p>*Themed assembly delivered by Head of History annually</p>	<p>Whole School</p> <p>Tutor focus</p>
<b>November</b>	<b>Whole School Act of Remembrance</b>	<p>*Whole School community involved – pupils, academic staff and support staff.</p> <p>*2-minute silence observed by Whole School in the Theatre at 11am with the sounding of the Last Post.</p> <p>*Promotion of fundamental British values</p>	<p>Whole School</p> <p>Whole-School Assembly address</p>
<b>November</b>	<b>Anti-Bullying Week</b>	<p>*Themed assembly delivered by external speaker and workshops provided</p> <p>*All pupils complete Anti-Bullying surveys</p>	<p>Whole School Assembly</p> <p>Whole School</p>