ABBOTSHOLME

AN EDUCATION FOR LIFE

Prep School RSE & PSHE Policy

Aims

The aims of relationships and health education (RHE) and PSHE (Personal, Social, Health and economic education at our school are:

- To provide children with age appropriate information to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.
- To allow children to follow the school values of honesty, humility, respect, integrity and courage through our daily use of RHE and PSHE.
- To ensure our pupils are aware how to safeguard themselves through educating them and also to teach preventative education and online safety.
- To support our school vision so that pupils leave Abbotsholme as responsible and socially aware young individuals, able to face a demanding world with confidence and a zest for life. We would wish to know that they were happy with themselves and with their lives; successful in their personal and professional endeavours, whilst remaining sensitive to the needs of others. We want all of our pupils not only to succeed, whatever their unique talents or abilities, but also to feel successful.
- **Personal, Social, Health and Economic education, or PSHE**, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. It also enables children to note topical world and local issues which affect them and links in with SMSC (Spiritual, Moral, Social and Cultural) and British Values.
- **To encourage respect for other people with particular regards to the protected characteristics under the Equality Act 2010.** These are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are addressed across Abbotsholme and are taught whilst taking into account the children's age and learning abilities.
- **To promote children's emotional well-being and emotional health** through awareness and support in and out of the curriculum.

Statutory requirements and definitions

As a Prep school we provide relationships education to all pupils.

We offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. Parents may not opt out of this. Any science on this topic includes plant reproduction and animal life cycles. If any sex education is taught outside of science, then the parent body will be informed and consent received, as parents may choose to opt out of this. At Abbotsholme, we are currently choosing to teach sex education from Year 7 onwards in the senior school.

Within this policy, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy**,** Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. As a farm school there may be opportunities where the children are able to attend lambing or calving. In this area, children may ask questions relating to birth of the animals. Parents will be informed as to when lambing and calving is occurring and teachers will inform parents if any questions may arise from this.

RSE is not about the promotion of sexual activity.

At Abbotsholme Prep we teach Relationships, Health and Sex Education as set out in this policy.

PSHE is not a statutory requirement to be taught, however at Abbotsholme we choose to teach it so that it encompasses our RHE and school, and fundamental British values and vision. It is taught through the three core areas:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen

This policy also adheres to guidance from KCSIE (2024), which clearly states opportunities to teach safeguarding within the RSE curriculum which should include all statutory guidance, preventative education, remote education and online safety (points 129 - 148).

Policy development

This policy has been developed in consultation with staff and from guidance from a range of sources including the PSHE Association, KCSIE (2024), NASUWT, ISI regulatory requirements guidance, Heartsmart and the Key. The consultation and policy development process involved the following steps:

1. Review – Head of Prep pulled together all relevant information including relevant national and local guidance and wrote the policy to be consulted.
2. Staff consultation – all Prep school staff were given the opportunity to look at the policy and make recommendations. The Head of PSHE in the senior school was also able to align the policy with the KS3 and KS4 RSHE policy.
3. Parent and Board consultation – parents and the Board at Abbotsholme were invited to read the policy and to give any feedback.

4. Ratification – once amendments are made, the policy is shared to the school web site.

Curriculum and delivery

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The Heartsmart curriculum is used as the basis for our PSHE and RHE curriculum however this is supplemented by other resources including CBBC Newsround, Twinkl mindfulness activities, the NSPCC and thinkuknow campaigns as well as Loudmouth Education groups. We also have a number of visitors throughout the year to supplement our PSHE including health professionals, including our school nurses, parent volunteers who share their careers, charitable organisations such as Cats Protection and Greenpeace as well as company initiative groups such as Severn Trent and Warning Zone.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

EYFS and our nursery follow the Early Learning Goals and therefore start to develop their awareness of relationships and health here. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their Understanding of the World curriculum the children learn about similarities and differences between themselves and others, and among families, communities and traditions.

In addition, the routines of good hygiene are reinforced on a daily basis. Assessment is undertaken through Famly and children are assessed developmentally in the seven areas. Nursery and Reception have access to the Heartsmart scheme of work, however they may use this in collaboration with themed topics and areas of learning.

The curriculum within the Prep school is on a rotation of either Year A or Year B in Year 1 and 2 (KS1) and in Year 3 and 4. The only exception for this is the category on puberty and changing bodies whereby Year 4, each year, will be taught separately to Year 3 so that children are able to cover this area.

PSHE and RHE is taught through circle time, through cross curricular links in other subjects, specific PSHE lessons and in whole school and Prep school chapels in collective time where school and fundamental British values are reaffirmed. Our Forest school and Outdoor Education provision is also used as time to reflect on the positive decisions and school values in a practical environment.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life - taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Children in Prep are also taught about the beliefs and traditions of other faiths through separate teaching of Religious Studies. Within this subject, children gain an understanding about different faiths, however there is no promotion of one faith over another. The subject supports the promotion of respect to others and a culture of tolerance and diversity. Children in Year 3 and 4 visit the Open Centre annually to visit different places of worship and meet people of different beliefs and cultural backgrounds.

Roles and responsibilities

The school board and Head teacher will approve the PSHE and RHE Prep policy.

Staff are responsible for:

- Delivering RHE and PSHE in a sensitive way
- Modelling positive attitudes to RHE and PSHE.
- Responding to the needs of individual pupils

Class teachers in the Prep school are responsible for teaching the RHE and PSHE curriculum.

Legislation

The documents that inform the Prep school's PSHE and RHE policy include:

- Education Act 1996
- 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 (2023)
- Children and Social Work Act (2017/2020)
- ISI update to School (June 2022)
- Links with other policies

This policy links with our school policies for Safeguarding, anti-bullying code and policy, equality opportunities and diversity policy, SEND policy, disability policy, fundamental British Values, prevent duty approach policy and remote online provision.

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. This is underpinned by our school values of respect, honesty, humility, integrity and courage.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education or personal, social, health and economic education.

If there is any change in the curriculum regarding Sex Education in the Prep school then parents will be informed and consent requested from all parents and guardians.

Alternative work will be given to pupils who are withdrawn from sex education, if this does occur.

Monitoring arrangements

The delivery of PSHE and RHE is monitored by Head of the Prep school through:

Learning walks, work scrutiny and pupil voice.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. In the final academic term, teachers comment on children's engagement and work.

This policy will be reviewed by the Head of Prep annually. At every review, the policy will be amended and adapted. The policy is available on the School web site. The next annual review date is January 2026 unless statutory guidance is amended prior to this.

ABBOTSHOLME

KS1A			KS1 B	Yr 3 / 4 A	Yr 3 /4 B	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me *Pupils should know…*						
F1	that families are important for children growing up because they can give love, security andstability.	✓	✓	✓	✓	✓	✓
F2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓			✓	✓	
F3	that others' families, either in school or in the wider world, sometimes look different from theirfamily, but that they should respect those differences and know that other children's families are also characterised by love and care.		✓		✓		✓
F4	that stable, caring relationships, which may be of different types, are at the heart of happyfamilies, and are important for children's security as they grow up.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to eachother which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how toseek help or advice from others if needed.			✓		✓	
	Caring Friendships *Pupils should know…*						
CF1	how important friendships are in making us feel happy and secure, and how people chooseand make friends.	✓	✓	✓	✓	✓	✓

Appendix 1

CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

KS1A			KS1 B	Yr 3 / 4 A	Yr 3 /4 B	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make othersfeel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	that most friendships have ups and downs, and that these can often be worked through so thatthe friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is makingthem feel unhappy or uncomfortable, managing conflict, how to manage these situations andhow to seek help or advice from others, if needed.	✓		✓	✓	✓	✓
	Respectful Relationships *Pupils should know…*						

RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have differentpreferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectfulrelationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their ownhappiness.	✓	✓	✓	✓	✓	✓
RR5	that in school and in wider society they can expect to be treated with respect by others, andthat in turn they should show due respect to others, including those in positions of authority.		✓	✓	✓	✓	✓
RR6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilitiesof bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		

		KS1 A	KS1 B	Yr 3 /4 A	Yr 3/ 4 B	Yr 5	Yr 6

	Online Relationships *Pupils should know…*						
OR1	that people sometimes behave differently online, including by pretending to be someone theyare not.			✓		✓	✓
OR2	that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content andcontact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information includingawareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe Pupils should know…						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in adigital context).				✓	✓	✓
BS2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.						✓
BS3	that each person's body belongs to them, and the differences between appropriate andinappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts,	✓				✓	

	includingonline) whom they do not know.						
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓

KS1A			KS1 B	Yr 3 / 4 A	Yr 3 /4 B	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

KS1A			KS1 B	Yr 3 / 4 A	Yr 3 /4 B	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing *Pupils should know…*						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓

MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of wordsto use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate andproportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary andservice-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends andfamily and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discusstheir feelings with an adult and seek support.		✓	✓		✓	

KS1A			**KS1 B**	**Yr 3 / 4 A**	**Yr 3 /4 B**	**Yr 5**	**Yr 6**
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mentalwellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		

MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed earlyenough.				✓		
	Internet Safety and Harms *Pupils should know…*						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own andothers' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying andharassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		

		KS1 A	KS1 B	Yr 3 / 4 A	Yr 3/ 4 B	Yr 5	Yr 6
	Physical Health and Fitness *Pupils should know…*						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they areworried about their health.			✓			
	Healthy Eating *Pupils should know…*						
HE1	what constitutes a healthy diet (including understanding calories and other nutritionalcontent).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓

HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet orhealth).		✓				
	Drugs, alcohol and tobacco Pupils should know…						

		KS1 A	KS1 B	Yr 3 / 4 A	Yr 3/ 4 B	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking,alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know…						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changesto the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep canaffect weight, mood and ability to learn.					✓	

HP4	about dental health and the benefits of good oral hygiene and dental flossing, includingregular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread andtreated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know…						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know…						

					Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through toage 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	