

## WINDLESHAM HOUSE SCHOOL

### RELATIONSHIP, HEALTH AND SEX EDUCATION (RHSE) POLICY



**Approved: 13 October 2021**  
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**Next Review Date: Oct 2023**  
**Policy Ref: 03/09**

**Responsible Member of Staff: Adam Pearson (Head of PSHE)**  
**Responsible Governor: Charlotte Johnston**

***Statement of Policy:*** *At Windlesham House School, we believe that relationships, health and sex education (RHSE) enables our children to become healthy, safe, independent and responsible members of society. This includes recognising and forming positive life sustaining relationships with others both in the real and virtual world.*

*We are committed to supporting the mental health and wellbeing of all pupils and strategies that support this are pastoral provision, health & wellbeing disclosure on admission, peer listeners and buddies, alongside quality teaching and learning about awareness and management of mental health through the RHSE curriculum.*

This policy applies to all day and boarding pupils in the School, including those in the Early Years Foundation Stage (EYFS).

This policy is available to parents of pupils and prospective pupils on our website with hard copies available on request to the Bursar.

#### **Reporting on Compliance and Effectiveness**

The policy will be reviewed every two years and its implementation will be monitored by the Head of PSHE with reports to the Education Committee.

#### **AIMS AND OBJECTIVES**

At Windlesham House School we are dedicated to ensuring that school community is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school.

Behaviour and attitude to learning is underpinned by our school values and ACE Habits for learning (Active Learner, Creative Thinker, Explorer), making these integral to the success of the whole school. RHSE is at the heart of our school ethos.

Our objective is to convey to our children that for most of the decisions they make and the actions they take, the factual knowledge they need will be different but the skills and

personal attributes will be the same. Therefore, we aim to build upon their negotiating, reflecting, and critical thinking skills, while developing confidence and resilience.

Our aims for RHSE are to:

- Help all children grow up healthy, happy and safe.
- Give all children the knowledge to make informed decisions about their wellbeing, health and relationships.
- Teach children what they need to learn to build positive and safe relationships with family, friends and online
- Support all children to manage the challenges and opportunities of modern Britain.
- Prepare all children for successful adult lives.

### **KEY PRINCIPLES AND TEACHING METHODOLOGY**

RHSE is taught by experienced and skilled teaching staff who are committed to preparing pupils to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RHSE is taught as both explicit lessons in Personal Social Health and Economic Education (PSHE) and is also embedded in other areas of the curriculum, co-curricular and enrichment activities.

We aim to:

Establish a baseline to ascertain prior knowledge

- Provide a balance of factual information, and the skills and personal attributes necessary for managing life experiences, through role-play, discussion and other activities
- Offer an opportunity for critical reflection

We will ensure that sessions, including those on risky behaviours remain positive in tone by managing discussion and refraining from sensationalising.

We liaise with appropriate departments on an on-going basis to ensure cross-curricular learning.

It includes the following areas, taught in at an age-appropriate level:

- Relationships
- My body
- Feelings/attitudes
- Life cycles/human reproduction
- Keeping safe and looking after myself/sexual health
- People who can help me/where to get advice

Our programme promotes the values of family life, the importance of stable relationships and diversity. We encourage our children to embrace our RHSE curriculum with a non-judgmental attitude and the confidence to discover what is right for them in the context of their future relationships.

### **INTENDED OUTCOMES**

RHSE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. The programme is revisited and built up on each year building on the children's prior knowledge and educational needs. Therefore our learning outcomes differ slightly each year – please see the table at appendix 1 for a precis.

## **INVOLVEMENT AND CONSULTATION WITH PUPILS**

For the younger years of the school we will explore the children's needs by means of assessing the prior learning that they bring to the classroom. As they get older, we use a needs and baseline assessment to plan our delivery. Our peer listening system as well as our other pastoral systems (house parents, tutors etc.) often informs our evaluation of what has been learned and what we need to offer.

## **ASSESSMENT OF LEARNING**

We build opportunities for both Assessment for Learning and Assessment of Learning into our provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of our RHSE and PSHE education, and we measure this both informally through discussion and formally through end of topic assessment, using teacher, peer and self-assessment.

## **EQUALITY AND DIVERSITY**

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability or aptitude by delivering teaching pedagogy that encompasses gender-aware material, uses neutral terminology when describing relationships, is aware of and celebrates cultural differences, and differentiates for learning needs. We are sensitive to parental withdrawal with regard to personal beliefs surrounding RHSE. Teaching pedagogy will consider the ability, age, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully RHSE education provision.

We will use RHSE education as a vehicle to address diversity issues and to ensure equal opportunities for all, and we will ensure that the curriculum covers age appropriate learning. We promote social learning and expect our students to show a high regard for the needs of others by modelling good behaviour and using discussion and scenarios in our learning.

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes. With reference to the Equalities Act 2010, we will ensure that we strive to do the best for all our pupils, regardless of disability, educational needs, race, ethnic or national origin, sex, gender identity, religion or sexual orientation.

Through the RHSE programme we will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying and use of prejudice-based language). We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels – house parents, form tutors, boarding staff, matrons, and the wider Windlesham community, and review this policy at least every year and more often in the light of an emerging issue.

## **INCLUSION AND DIFFERENTIATION**

We will identify pupils' different starting points through cultivating an environment of openness and non-judgmentalism. We will respect pupils' unique starting points by recognising different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, gender identity, faith or culture (which may be decided or emerging), by an awareness and involvement in the school's inclusion policy. In keeping with our inclusion policy no child will be removed from PSHE unless parental wishes are received. We work closely with the LD department and are aware of the learning needs of all the children in our

PSHE classes. As part of our work with Stonewall, we are committed to championing diversity and celebrating difference.

### **INVOLVING PARENTS AND CARERS**

As a school we are committed to an open-door policy between school and home, and as a setting with a large percentage of boarders, we recognise the importance of this. Our policy and RSHE statement are posted on our website and parent portal so that it is accessible to the parent body. We acknowledge that parents have the right to withdraw their child/ren from every aspect of RHSE, and we notify them of upcoming RHSE sessions within our weekly parents' bulletin, so that they may exercise that right should they wish to do so. We will always answer any questions that parents may have about their child and the curriculum, by phone or email.

### **RIGHT TO WITHDRAW CHILDREN AND SUPPORTING CHILDREN WHO ARE WITHDRAWN FROM THE PROGRAMME**

Parents cannot withdraw their child from any part of the Relationships and Health Education aspects of the RHSE curriculum which is taught to all pupils. It is important for all children to be taught the content of such essential matters like friendships and keeping safe.

Sex Education, which is taught in years 7 and 8, is separate from the Relationships and Health curriculum and parents have the right to withdraw children from some or all of the lessons on Sex Education. Any request should be submitted to the headmaster. Before making a request, parents are asked to:

- Speak to the school about what will be taught in Sex Education and when
- Remember that the science curriculum at Windlesham includes content on human development, which includes human reproduction
- Remember there is no right for a parent to withdraw their child from the science curriculum

If a parent requests that their child be removed from "sex education" the school will make provision for the child by enlisting the help of the librarian or a Learning Development teacher, and setting a programme of work which dovetails with the material to be covered in the lesson but without the sexual content. We are aware of possible reaction from peers to this withdrawal and will make sure that the removal from the lesson is discreet, and discussed with the child.

### **ENSURING A BALANCED CURRICULUM**

We will ensure that pupils are offered a balanced curriculum by presenting a range of view points, while promoting our school values of family life, stable and loving relationships and diversity. We will deliver lessons that are sensitive to a range of views while ensuring that pupils have access to the learning they need to stay safe, healthy and understand their individual rights. We will include impartial scientific information, facts on the law and the concept of equality throughout the RHSE curriculum. Our curriculum is based on PSHE association recommendation and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils at Windlesham. Our RHSE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

By teaching our curriculum, we will ensure that pupils are offered a balanced programme of lessons by providing the tools they need to enable them to make their own choices, while staying safe and healthy and protecting and enforcing their human rights. We will include impartial information on matters such as forced marriage and termination of pregnancy, in an age-appropriate manner. We cover FGM from a human rights aspect, so it is not specifically taught as part of the RHSE curriculum.

### **STAFF RESPONSIBLE FOR DELIVERING THE PROGRAMME**

This programme will be led by the head of PSHE and will be taught as part of our PSHE curriculum by the form tutors. The programme is supported by our school nurse, who talks to the boarders in dorms (in single sex groups) and by the science and RS departments who complement and support our teaching.

### **SUPPORT AND LINKS ACROSS THE SCHOOL**

RSHE is supported across the school in many ways, by our links with:

- other subject departments (see below)
- our school nurse, who comes in to some of our lessons, and speaks to the children in dorms on a regular basis on subjects such as personal hygiene and puberty. She is always supported by the PSHE teacher.
- Our pastoral system, which includes, house parents, form tutors, matrons and boarding staff

### **LINKS TO OTHER SCHOOL POLICIES AND SUBJECTS ON THE CURRICULUM**

This policy complements the following policies; PSHE, safeguarding children and child protection, welfare and boarding and anti- bullying etc.

Our RHSE curriculum links to RS and science and we plan some of our lessons in conjunction with each other – for example children cover puberty in science in the spring term of year seven and then later on in the term in PSHE.

## APPENDIX 1 – PHSE/RHSE CURRICULUM OVERVIEW 2021/22

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12</b>	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, selfimage, brain changes in puberty, factors affecting moods, sources of help and support
<b>Ages 12-13</b>	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion,	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law,	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic

		stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation			coercion, unhealthy balance of power in relationships, sources of support	relationships, pornography, sexuality, alcohol and risky behaviour
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