

Personal, Social, Health and Economic Education (PSHEE) & Relationship and Sex Education (RSE)

Senior School Guidance

Policy Owner(s)	Head of PSHEE
Approved by	Deputy Head (Pastoral)
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Table of Contents

1.	Personal, Social, Health and Economic Education (PSHEE).....	3
1.1.	Overall Aims and Objectives of PSHEE.....	3
1.2.	Schemes of Work.....	3
1.2.1.	Lower School.....	4
1.2.2.	Middle School and Sixth Form.....	5
1.3.	PSHEE Staffing.....	5
1.4.	Monitoring the Effectiveness of PSHEE.....	6
1.5.	PSHEE Guidance Sources.....	6
2.	Relationship and Sex Education (RSE).....	7
2.1.	General Aims and Objectives.....	7
2.2.	RSE Syllabus, Policy and Programme.....	7
2.2.1.	Lower School (Years 7 and 8) RSE.....	8
2.2.3.	Year 10 RSE.....	9
2.2.4.	Year 11 RSE.....	10
2.2.5.	Sixth Form.....	11
2.3.	Confidentiality.....	11
2.4.	Answering Difficult Questions.....	11
2.5.	RSE Staffing.....	12
2.6.	Monitoring the effectiveness of RSE.....	12
2.7.	Religious Views.....	12
2.8.	The Role of Parents.....	13
2.9.	The Right to Withdraw Pupils.....	13
2.10.	RSE Guidance Sources.....	14
	Appendix 1: Specific Aims of PSHEE.....	15
	Appendix 2: Detailed aims of RSE.....	17
	Appendix 3: Actions as a Result of Pupil and Parent Feedback on our RSE Policy and Programme in 2022-2025.....	19
	Table of substantive changes.....	20

1. Personal, Social, Health and Economic Education (PSHEE)

1.1. Overall Aims and Objectives of PSHEE

Our PSHEE/RSE programme reinforces the School's ethos and its framework of morals and values by supporting its three key Aims:

- To be a place for learning and scholarship
- To be a reflective community
- To be an exemplar for the healthy life

We recognise that a pupil's personal and social development, health and mental well-being are vital to their success and happiness in all aspects of school life and beyond. Through PSHEE & RSE lessons (including our bespoke Year 12 Bystander Intervention Programme), other areas of the curriculum such as Biology and SpEx, workshops and speaker events, assemblies, tutor meetings and our pastoral care system, we aim to support our pupils to make well informed, healthy and wise choices. The PSHEE/RSE programme teaches pupils to learn how to respect themselves and others (in accordance with the Protected Characteristics of the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). We want our pupils to develop a clear moral compass, build positive relations and look both inwards and outwards with compassion and understanding. We also recognise that the ways in which pupils and staff treat each other throughout the School need to exemplify the key messages that are delivered through the PSHEE & RSE syllabuses, in order for this messaging to be truly effective.

In addition, the PSHEE & RSE programmes seek to equip our pupils with the requisite knowledge and skills that will enable them to have a clear understanding of their rights and responsibilities as members of the School and wider communities. As British citizens, it is also important that they understand the rule of law and celebrate their collective and individual freedoms. By helping our pupils to engage with a wide range of age-appropriate topics throughout their time at the School, we hope that our pupils will leave school feeling better equipped to navigate their way through life.

Detailed, specific aims for PSHEE can be found in the Appendices to this Guidance.

1.2. Schemes of Work

We visit and revisit important topics in a number of ways across the year groups in a 'spiral curriculum', building on previous ideas to consolidate and extend understanding in an age-appropriate way.

PSHEE programmes for each year group follow themes devised by the Head of PSHEE in conjunction with Senior Tutors, as well as other members of the Pastoral Team.

Detailed and inclusive primarily discussion-based lessons, the content of which is based in evidence and research where possible, are planned carefully and collaboratively by designated PSHEE teaching staff, with all content checked by the relevant Senior Tutor and/or Head of PSHEE.

The PSHEE programme includes a variety of personal development and career related sessions planned by the Careers Department together with the Head of PSHEE. The Careers' Department organises additional Careers and Work Experience schemes of work for pupils in Years 9 – 13.

PSHEE is delivered by form tutors, PSHEE specialist teaching staff (Years 9-13) and outside speakers in weekly or fortnightly (depending on the age of the pupil) PSHEE lessons, carousels and form time discussions. We also address PSHEE issues through the academic curriculum, assemblies, religious services, the pastoral and disciplinary systems, and through day-to-day interactions between members of our School and wider communities. Parent Workshops, which are run in conjunction with the Wellbeing Team, are also designed to inform, engage and educate our parent¹ community in some of the topics covered within the PSHEE & RSE curriculum.

All staff should deliver the PSHEE programme with specific knowledge and understanding of the relevant School policies on: Safeguarding and Child Protection (including our Prevent Duty); Substance Abuse; Behaviour, and Anti- Bullying. PSHEE and RSE are almost always taught in mixed sex classes, although subjects such as menstruation and testicular health may be discussed within single sex groups. It is important that lessons are conducted in a respectful environment in which pupils are allowed to develop their own ideas and values (i.e. these should not be imposed). PSHEE lessons are delivered using a variety of teaching methods, which include the following: discussions, role play, scenarios, worksheets, video clips, presentations, plays and workshops.

1.2.1. Lower School

- Tutors in Years 7 & 8 deliver the PSHEE & RSE programmes, which are developed and evaluated by the Head of PSHEE and PSHEE Leads, in consultation with the Head of Years 7 & 8 and the Head of Lower School.
- Each form in Years 7 & 8 has one formal 50-minute PSHEE/RSE lesson every two weeks. In addition, relevant material may be included in the morning break tutor slots, the weekly year group assembly or the weekly religious service, as well as in off-timetable workshops and speaker events.
- Relationship and Sex Education is delivered in conjunction with the Biology department to ensure pupils have the foundation information they need to make the best use of the information they learn.
- The SpEx Department staff teach basic nutrition, fitness and healthy habits, with all pupils taking part in regular fitness assessments.

¹ All references to 'parents' in this policy includes parents/carers/guardians.

1.2.2. Middle School and Sixth Form

The formal PSHEE & RSE programme (including the Year 12 Bystander Intervention Programme) is delivered in a 50-minute lesson, either weekly or fortnightly, depending on the year group. In addition, there are up to three 20-minute morning tutor slots each week, as well as a year group assembly and a religious service which can be used to deliver material to complement the formal PSHEE programme.

Year 9: Delivered once a fortnight by specialist PSHEE teaching staff, pupils explore the following topics in Year 9: Relationships and Sex Education; Risk (which includes substance abuse) and Mental Health. Pupils also have a ‘drop down day’ focused on Relationships.

Year 10: Delivered once a week by specialist PSHEE teaching staff, pupils explore the following topics in Year 10: Relationships and Sex Education, Substance Abuse, and Values and Citizenship. Year 10 also have three enrichment days: a Sixth Form Taster Day; an Employability Day and an Environment Day in the Summer Term.

Year 11: Delivered once a fortnight by specialist PSHEE teaching staff, pupils explore the following topics in Year 11: Relationship and Sex Education; Health and Wellbeing; Risk (including Substance Abuse) and Financial Literacy.

Year 12: Delivered once a fortnight by specialist PSHEE teaching staff, pupils explore the following topics in Year 12: Citizenship; Mental Health & Agency; First Aid and Economic Competence. In addition, in Term 1, all Year 12 pupils participate in a weekly Bystander Intervention Course as part of their ongoing Relationships & Sex Education. In Year 12, pupils all receive sessions on Careers, Employability and Interview Skills.

Year 13: Delivered once a fortnight by specialist PSHEE teaching staff, pupils explore the following topics in Year 13: Relationship and Sex Education; Health and Wellbeing; Preparing for University & Employment (pupils also receive support with their personal statements during the Michaelmas term.)

Tutors in Years 9-12 also organise a series of one-to-one meetings with tutees to discuss personal development and general wellbeing. In Year 13, pupils have academic mentors in addition to tutors, with whom they can arrange meetings as required.

1.3. PSHEE Staffing

PSHEE Line-Managers:

Deputy Head (Academic): James Newton, james.newton@highgateschool.org.uk

Deputy Head (Pastoral): Rebecca Golland, rebecca.golland@highgateschool.org.uk

Head of PSHEE: Ella Cameron, ella.cameron@highgateschool.org.uk

PSHEE Lead for the Environment and Parent Engagement: Fraser Desforges-Medhurst

PSHEE Lead for RSE: Alice Robinson

Tutors and specialist staff are given specific guidance before delivering PSHEE lessons and there are additional training sessions available for staff. Online lesson resources are available for tutor-led lessons, and specialist PSHEE teaching staff prepare their lessons in conjunction with the Senior Tutors and Head of PSHEE. The PSHEE team also works closely with the Pastoral Management Committee, the Head of Pupil Wellbeing, the Lead DSL and the PSHEE Lead in the Junior School.

1.4. Monitoring the Effectiveness of PSHEE

Heads of Year, PSHEE teaching staff and tutors work with the Senior Tutors and Head of PSHEE to develop Schemes of Work and ensure resources are appropriate and up to date.

In the past, we have not formally assessed PSHEE or RSE, instead monitoring feedback from pupils and staff via the Pupil Welfare Committee, the School Council and other Pupil Action groups, regular conversations with tutors and subject specialists, approximately biennial surveys of pupil and staff and discussions with other pastoral leaders. Pupil attitudes and behaviour, as well as Safeguarding and Welfare data, also contribute to our evaluation of PSHEE/RSE efficacy.

More recently, however, we have begun to formally assess overall understanding of key PSHEE topics with baseline assessments at the beginning of each year, which can be compared with the perceived confidence of pupils in these areas as assessed through regular pupil surveys. This is in addition to capturing pupil learning through built in reflection sessions at the end of each lesson and ongoing staff evaluations (through the form of an online tracker), both of which will be enhanced by learning walks to give us an accurate sense of pupil engagement and progress. PSHEE teachers keep a log of pupil contributions to PSHEE lessons in their personal mark books.

1.5. PSHEE Guidance Sources

The School's PSHEE Guidance document has been informed by the recommendations of:

- DfE '[Personal, social, health and economic \(PSHE\) education](#)', September 2021
- DfE '[Relationship and sex education \(RSE\) and health education](#)', July 2025
- Ofsted
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 2A(1)(g), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- DfE '[Promoting and supporting mental health and wellbeing in schools and colleges](#)', July 2025
- PHE '[Promoting children and young people's mental health and wellbeing](#)', September 2021
- DfE Non-statutory '[Mental Health and Behaviour in Schools. Departmental advice for school staff](#)', November 2018

- DfE '[Promoting fundamental British Values as part of SMSC in Schools](#)', Departmental advice for Maintained Schools, November 2014
- [PSHEE Association guidance](#)
- DfE '[Keeping Children Safe in Education](#)', September 2025
- Revised '[Prevent Duty Guidance for England and Wales](#)', updated March 2024
- [Channel Process Awareness](#) (online training)
- 'Understanding Personal, Social, Health and Economic Education in Secondary Schools' by Jenny McWhirter, Nick Boddington and Jenny Barksfield, endorsed by the PSHEE Association

From July 2025, the School's PSHEE Guidance will also be informed by the DfE's Statutory guidance on Relationships Education, RSE and Health Education, effective from September 2026.

2. Relationship and Sex Education (RSE)

2.1. General Aims and Objectives

Relationship and Sex Education is now statutory for secondary school pupils. It involves learning about the development of healthy relationships, sex, sexuality and sexual health. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible attitudes. For our younger pupils, our teaching focuses mainly on relationships and lays the foundations for further work; for our older pupils it forms an important part of their individual journeys through adolescence to adulthood. We aim to ensure that the programme is relevant to all our young people, regardless of sexual orientation or gender identity, and accessible to all pupils, including those with SEND (Special Educational Needs and Disabilities). For all year groups, we aim to provide a safe environment in which misconceptions and concerns can be raised and discussed without judgement.

Detailed, specific aims for RSE can be found in the Appendices to this Guidance.

2.2. RSE Syllabus, Policy and Programme

RSE teaching staff and pastoral staff meet regularly with the Head of PSHEE to discuss and adapt our RSE Policy and lessons in light of the needs of the pupils in different classes, years, and specifically those with Special Educational Needs and Disabilities. Inevitably, the timing at which different pupils are ready to hear key messages is not the same, as young people mature physically and emotionally at different rates; we try to be sensitive to this and to achieve a balance between the repetition necessary to embed understanding and the provision of new information. Pupil Voice, through surveys, pupil action groups, affinity groups and informal comments, is important in helping us to constantly amend what we teach and when we teach it. This has been particularly important in the wake of the Everyone's Invited testimonies and our own Listening Exercise. Over the past two years, we have consulted with parents about this policy and about what, how and

when we teach RSE topics. We will continue to invite parent input in this way at least annually. **Please see [Appendix 3 for actions on parent feedback](#).** This policy is updated at least annually (see footnote), to take account of legislative changes and following consultation with parents, pupils and staff.

Several departments are involved in the delivery of RSE as the development of appropriate attitudes, knowledge and understanding is essentially cross-curricular. Pupils will cover this subject through the PSHEE/RSE programme, assemblies, and Science and Biology lessons. Additionally, lessons in other departments, such as the exploration of moral or ethical issues in the study of English literature, or the discussion of sexual ethics in RS and Philosophy, allow further discussions around relationships and sex.

While the details of specific lessons may vary slightly depending upon the perceived needs of our pupils, we aim to cover the following:

2.2.1. Lower School (Years 7 and 8) RSE

- Physical and emotional development of boys and girls and when this is likely to happen.
- Puberty and its effects on the brain, mind and body (relevant Biology lessons are taught around the same time and have been prepared by/with the Head of PSHEE to ensure a complementary and thorough approach).
- Self-esteem, a healthy body image, respect for oneself and for the wishes of others.
- Understanding physical health, including sleep awareness, alcohol, smoking and vaping and personal safety (offline).
- Healthy friendships and relationships as well as issues around peer pressure, sexism and bullying.
- Celebrating difference and belonging: neurodiversity, protected characteristics, racial inclusion training, understanding Islam and Islamophobia and understanding Jewish identity and antisemitism.
- Digital and online safety issues, including the risk of cyberbullying, grooming, sexting and exploitation and digital dependence.
- Academic pressure and how to manage stress.
- Consent: introduced by Sixth Form pupils.

2.2.2. Year 9 RSE

- Feelings, values and what healthy relationships do and don't look like.
- Marriages and civil partnerships.
- Understanding how the law applies to sexual relationships.

- Consent is covered in more detail: where responsibility lies and potential consequences of certain actions/behaviours, including the use of sexual images. Knowing when you're ready to give consent, factors that may affect when a person is ready (including religion or faith). Analysis of scenarios in which sexual consent may seem confusing, along with the effects of alcohol and drugs on decision making capacity.
- Basic information on contraception and sexually transmitted infections and where to seek help when necessary.
- Body image and self-esteem. Analysis of media, including social media and pornography, and their portrayal of gender stereotypes and idealised body types, both male and female.
- The science behind the adolescent brain development and how this affects decision making, behaviour and mental health.
- Understanding honour based abuse (HBA), and where to go for help for oneself or a friend.

The School also invites the RAP project in to give a presentation to pupils on respect and boundaries, navigating the complexities of modern relationships, including their rights, responsibilities, and the importance of consent in fostering healthy relationships. The exact content of each presentation varies slightly as we try to meet current pupil needs.

2.2.3. Year 10 RSE

- Understanding democracy, human rights and UK citizenship.
- Understanding local government, volunteering, homelessness and food banks.
- A revisiting of protected characteristics: equity vs equality.
- A revisiting of the ingredients for healthy relationships and how to recognise unhealthy behaviour.
- How to communicate in relationships, particularly with regard to sex, in order to enable healthy, positive interactions. Comparing how it looks/sounds when sexual consent is present vs absent, and how this understanding contributes to positive and pleasurable experiences.
- Positive and negative emotional aspects of sexual activity, including why it's important to feel 'ready' - the emotional aspects of sex.
- Contraception and Safe Sex (including common types of contraception/protection against STIs).
- Unplanned pregnancy: abortion, adoption and young parenthood, examined through analysis of case studies of young couples' experiences as well from legal/social perspectives.
- Where to get help with unplanned pregnancy or an STI.
- Three lessons on substances: what some common drugs are and the reasons people take them, where drugs come from and what to do if they, or someone they know, is misusing drugs.

- Body image and disordered eating, including the impact of the media/pop culture/pornography in setting unrealistic 'beauty' standards, including the current trends in looksmaxxing and bigorexia.
- Developing financial literacy: budgeting and saving.
- Revision advice, academic pressure and how to manage it.
- Privacy online: who does the internet think I am?
- Female Genital Mutilation (FGM).
- Racial inclusion training.
- Understanding neurodiversity.
- Celebrating difference: LGBTQ history and the history of Pride month (in June).

In addition, Joe Sheerer from the Amy Winehouse Foundation gives a presentation about mental health and resilience where he speaks about his lived experience of addiction, it's underlying issues and subsequent recovery. Dr Will Lawn (Kings College London) also gives a presentation about his post-doctoral research into the impact of cannabis on the teenage brain.

Year 10 Non-Examined R.E.

2.2.4. Year 11 RSE

- Healthy routines and sleep. A critical look at the models set out in media/self-help books/podcasts etc for living a happy and healthy life.
- How to identify criminal behaviour in relationships, including coercion and the law around deceitful sex, such as 'stealthxing'.
- The science behind sexual desire and pleasure. How to communicate consent and how this communication is vital to sexual pleasure.
- HIV and AIDs.
- An introduction to Bystander Intervention (In conjunction with Y13 pupils).
- Employment rights and responsibilities.
- Consumerism vs sustainability in the world today.
- Revision advice, academic pressure and how to manage it.
- Racial inclusion training.
- Summer safety: basic first aid, how to support a friend when alcohol and/or substances are involved, awareness around drink spiking, how to stay safe at festivals.

In addition, GamEd deliver a talk on gambling where the speaker gives a very personal, hard-hitting account of living with addiction and their subsequent recovery. It covers facts and figures around gambling and online gaming, explaining the convergence of online video gaming with gambling and offering advice on what young people can do to protect themselves and where to get help.

In Biology, pupils also revise male and female reproductive anatomy and function, the menstrual cycle, pregnancy and the role of hormones in the development of secondary sexual characteristics.

2.2.5. Sixth Form

In Term 1 of Y12, all pupils will participate in a weekly Bystander Intervention Programme. This will examine attitudes towards sex and gender within our culture as well as sexual harassment and sexual/domestic violence, before exploring how, when and why we can safely get involved in situations to prevent harm from taking place. These courses have had a proven and significant effect on reducing harm on US university campuses and our course is based upon a carefully researched programme developed by the University of Western England. The course has been reworked and updated, in consultation with focus groups of students and teachers, for September 2025.

In PSHEE lessons in Y13, pupils have lessons on equality in the world of work, examining attitudes in the workplace. They will have lessons that discuss commitment in longer-term relationships and the joys and challenges of parenthood, and will also learn about fertility, IVF, adoption, fostering and surrogacy as well as miscarriage, SIDS and breast feeding. Pupils also hear a talk about healthy vs unhealthy relationships of various sorts, hazing at university/in sports clubs, consent and the law, and where to go if you need help in dealing with a relationship, for yourself or for a friend.

2.3. Confidentiality

Teaching staff conduct RSE lessons in a sensitive manner and, while we frequently refer to ways in which pupils can safely talk to appropriate adults about issues of concern, we remind pupils that disclosure of personal information within lessons may present difficulties around keeping that information confidential within their peer group. Should such disclosure take place, staff can never promise unconditional confidentiality to a pupil. Indeed, if a staff feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been involved in under-aged sexual activity or if a pupil indicates that they may have been a victim of abuse, the staff will take the matter very seriously, and work with the pupil to get them the support that they need. If the member of staff feels that a pupil is at risk or in danger, they will report the matter to the Designated Safeguarding Leads within the School.

2.4. Answering Difficult Questions

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and if a staff is uncomfortable with the nature of a question, they should decline to answer it at the time or even at all,

although a child should never be made to feel uncomfortable for having asked a question. Staff may choose to answer a question in a subsequent lesson to give them time to address it appropriately. The anonymous writing of questions to be answered later by the staff is widely used, as it can overcome some of these issues. Staffs should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

2.5. RSE Staffing

See PSHEE staffing [Paragraph 1.3](#). Individual RSE lessons are led by tutors, subject specialists or outside speakers.

2.6. Monitoring the effectiveness of RSE

The Relationships and Sex Education programme is continually monitored, evaluated and revised by the Head of PSHEE and the Senior Team. A member of the School's Governing Body also audits the RSE provision. The relevant Assistant Head for each Division (Jack Flowers, Jonathan Pearson and Verity Smith) will be the budget holder and will provide for RSE from within that division. Jen Mccloughlin (Assistant Head Pastoral and Strategic Inclusion Lead) will act as line manager to the Head of PSHEE (Ella Cameron) who, in turn, will work with the PSHEE Leads to monitor the overall provision of PSHEE and RSE at the School. Ella Cameron has responsibility for development of RSE policy and the day-to-day management of RSE. Discussions between relevant staff (e.g. Head of Wellbeing, School Chaplain, Nurses, School Counsellors, DSLs) further inform the RSE Policy and syllabus.

More recently, we have begun to formally assess overall understanding of key RSE topics with baseline assessments at the beginning of each year, which can be compared with the perceived confidence of pupils in these areas as assessed through regular pupil surveys. This is in addition to capturing pupil learning through built in reflection sessions at the end of each lesson and ongoing staff evaluations (through the form of an online tracker), both of which will be enhanced by learning walks to give us an accurate sense of pupil engagement and progress.

PSHEE teachers keep a log of pupil contributions to PSHEE lessons in their personal mark books and follow up with relevant pastoral staff if they have any concerns about a pupil's engagement levels with PSHEE.

2.7. Religious Views

As part of the sex education programme, issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way. Pupils will be made aware that beliefs can affect perceptions of the acceptability of concepts such as abortion, or when to have sexual intercourse, as well as the difference between fact, opinion and religious belief.

2.8. The Role of Parents

The School is aware that the primary role in children's relationship and sex education lies with parents. Pupils are encouraged to appreciate the qualities of healthy relationships and family life with an emphasis on respect, care and support. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we aim to:

- Provide guidance to parents about the School's RSE programme via the Parent Portal, emails and presentations.
- Answer any questions that parents may have about the sex education of their child.
- Invite input from parents with regards to our RSE Policy, planned RSE curriculum and arrangements for RSE in School. This will be done via surveys, email/telephone contact, and questions after presentations. The DfE does not require us to accept and act upon every suggestion; however, where we do not feel that we can usefully implement a suggested change, we will attempt to explain our reasoning.

2.9. The Right to Withdraw Pupils

We try to ensure that our RSE programme is age and culturally appropriate; however, according to Section 34 of the Children and Social Work Act 2017, and reiterated in updates to the DfE statutory guidance for RSE in secondary schools, [parents have the right to withdraw their child from all or part of the formal Sex Education programme, up to and until three terms before the child turns 16. After that point, if the child wishes to receive Sex Education rather than be withdrawn, the School has to make arrangements to provide the child with Sex Education during one of those terms. There is no right to withdraw from Relationships Education.](#) It should be noted that, at the School, Sex Education is taught within the framework of Relationships Education.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the relevant Assistant Head, making it clear which aspects of the programme they do not wish their child to participate in so that the parent's wishes are understood. This should be recorded on CPOMS. In such cases, parents will be asked to write a letter, formally requesting permission for this to happen; naturally, the School will meet with parents (and the pupil, if appropriate) to discuss the matter and, if confirmed, will comply with the wishes of parents in this regard. The school may want to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Parents should also be aware that issues of a moral and ethical nature may arise from apparently unrelated topics in subjects such as Biology and in this instance, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the sex education programme and it is not, therefore, subject to the parental right of withdrawal.

Should a parent wish to remove their child from certain aspects of the sex education programme, they cannot take part in lessons covering these topics until the request for removal has been cancelled in writing, or until they reach three terms before their 16th birthday. The School will provide purposeful education during the period of withdrawal which will complement the study of PSHEE/RSE that they are not withdrawn from.

Pupils who are concerned about any aspect of PSHEE or RSE (perhaps due to their own experiences) are actively encouraged to liaise with their pastoral link (e.g. tutor or Head of House); while we expect all pupils to access statutory aspects of the curriculum, we can support such pupils by being flexible as to how this is done.

2.10. RSE Guidance Sources

The School's RSE Guidance document has been informed by the recommendations of:

- DfE '[Personal, social, health and economic \(PSHE\) education](#)', September 2021
- DfE '[Relationship and sex education \(RSE\) and health education](#)', July 2025
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 2A(1)(g), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- [PSHEE Association guidance](#)
- DfE '[Keeping Children Safe in Education](#)', September 2025
- [DfE Guidance: Plan your Relationships, Sex and Health Curriculum, updated February 2022](#)
- [DfE Teaching about relationships, sex and health, March 2021](#)
- [Ofsted Review of sexual abuse in schools and colleges \(10 June 2021\)](#)
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 2A(1)(g), Paragraph 3(i); [Part 2, Paragraph 5; Part 3, Paragraph 10](#)
- 'Understanding Personal, Social, Health and Economic Education in Secondary Schools' by Jenny McWhirter, Nick Boddington and Jenny Barksfield, endorsed by the PSHEE Association
- Ideas underpinning previous useful legislation e.g. Every Child Matters (ECM) and SEAL, National Healthy Schools Programme

Appendix 1: Specific Aims of PSHEE

Personal Education:

- To enhance pupils' self-awareness, self-esteem, self-confidence, aspiration and happiness.
- To develop the knowledge, understanding and skills they need to manage their lives.
- To help pupils to develop a growth mind-set, personal grit and resilience.
- To nurture mature, confident pupils who value and make the most of their abilities.
- To develop pupils' ability to show initiative, use critical thinking to make informed decisions and to assess the potential consequences of their choices.
- To encourage pupils to take responsibility for their behaviour with an understanding of its impact on others.
- To encourage pupils to engage with and understand the issues which are appropriate and relevant to them at different stages of their development.
- To teach pupils to explore, consider and understand moral and ethical dilemmas.
- To help pupils to avoid exploitation, bullying and abuse.

Social, Moral and Cultural Education:

- To help pupils identify their own moral codes and values, to distinguish right from wrong and to recognise the wider consequences of their own (and others') actions.
- To learn the value of respect, empathy and emotional intelligence in social interaction.
- To develop pupils' social and inter-personal skills to enable them to foster good relationships, managing them confidently and sensitively.
- To help pupils understand how to act responsibly online and on their mobile phones, for the protection of themselves and others.
- To develop pupils' awareness of and respect for their social, economic and political environment, enabling them to become informed citizens with the mind-set and skills for responsible action.
- To help pupils to make choices based on tolerance, a respect for and understanding of difference and with an absence of prejudice. e.g. with regard to any of the protected characteristics (Equality Act 2010).
- To encourage pupils to recognise the value and vulnerability of disabled and aging people, the particular challenges they may face and their contribution to society.

- To help pupils to understand the importance of knowing the origins of their own (and other) cultures and to respect and promote cultural harmony and diversity, appreciating the contribution of different faiths and cultures to our society.
- To actively promote pupils' understanding of the value of individual liberty, democracy and the Law, and educate them about the basis upon which the Law is made and applied in England (independent of government and faith).
- To develop pupils' awareness of relevant aspects of the law and the government, public institutions and services, such as parliament, the NHS and the education system.
- To educate pupils about the dangers of radicalisation and extremism and how young people may be drawn into these ways of life, so that they can avoid such exploitation.
- To encourage an interest in/active participation in community projects where pupils can make a positive contribution to their own community (as seen in the School Councils and pupil focus groups) and the wider community (as exemplified in the Years 9 and 10 Community Programmes and Community Service TAA).
- To encourage pupils to appreciate non-material aspects of their lives.

Health Education:

- To empower pupils to adopt healthy lifestyles including in their digital, on-line interactions (much of the latter is now covered in IT lessons and via ChildNet presentations).
- In partnership with other School departments and the pastoral system, to educate pupils about issues including: exercise; illnesses (mental and physical); relationships, sex; drugs and alcohol.
- To develop each pupil's capacity for self-reflection and their problem-solving skills as cornerstones of long-term mental health.
- To help pupils learn how to access community support agencies and services e.g. GUM clinics and Childline.

Economic Education:

- To encourage pupils to have an understanding of issues relating to money (including the importance of taking responsibility for one's finances) and to provide them with the basic tools for doing so.
- To encourage aspiration with regard to careers, avoiding gender bias and other prejudice.
- In partnership with the Careers Department, to enable pupils to practise and refine key skills they will need in the world of work.
- To prepare pupils for the wider world beyond school, so they are empowered to effectively seek employment and become independent contributors to society.

Appendix 2: Detailed aims of RSE

Our RSE guidance should clarify the content and manner in which Relationships and Sex Education is delivered in our School and our current RSE programme incorporates the following elements as part of its over-all aims:

Pupils will be encouraged to develop **appropriate attitudes and values** by:

- Learning the importance of developing individual values and listening to one's conscience and inner warning signals.
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships.
- Exploring moral dilemmas and developing critical thinking as part of practising decision-making.
- Examining the issue of sexual consent.
- Learning the value of family life, marriage, civil partnerships and stable and loving relationships for the nurture of children.
- Understanding that there are different types of families that can provide a loving environment.

Pupils will be encouraged to develop the **appropriate personal and social skills** by:

- Practising self-respect, empathy and consideration for others.
- Developing a sense of responsibility for one's own actions and an appreciation of the consequences of choices made.
- Learning to manage emotions and relationships confidently and sensitively.
- Learning how to manage conflict.
- Practising the skills needed to communicate about sexual matters with confidence and dignity,
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia.
- Understanding how gender issues can have an impact on mental health, careers and society in general.
- Learning how to recognise coercion, exploitation and abuse and how to seek help when necessary.

Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:

- Knowing relevant laws and understanding an individual's rights.
- Learning about physical and mental development at appropriate stages including the effects of puberty and understanding how this may affect decisions and their consequences.

- Learning about reproduction (in conjunction with the Biology Department), sexuality, sexual orientation, sexual health and emotional aspects of relationships.
- Learning about contraception and local and national sexual health advice, contraception and support services.
- Learning about reasons for delaying sexual activity, and potential benefits of such delay.

Appendix 3: Actions as a Result of Pupil and Parent Feedback on our RSE Policy and Programme in 2022-2025

A survey was sent to Parents in 2023 welcoming feedback about the PSHEE programme and in 2024, a sub-group of the Parent Forum met regularly with Rebecca Golland and members of the pastoral team to discuss gender equality. Feedback was collected following both Parent PSHE Education events in the 2024-25 academic year. A new feedback survey about the PSHEE course for pupils is due to be sent to Parents in September 2025.

1. Parents commented that appropriate training of RSE teaching staff was vital. We agree. In September 2021, all School staff were trained in ASSV, and all RSE staff also received training in Gender, Power and Consent at the start of term. Each academic year, members of staff attend a range of externally and internally led CPD workshops, as well as internal best practice sharing sessions. Observations, followed by coaching conversations were also used to develop practice. Additionally, teaching staff of the Y12 Bystander Intervention training receive ongoing training to prepare them for specific lessons.
2. Both parents and pupils felt that PSHEE and RSE lessons needed to be more interactive, where possible. PSHEE staff received training of facilitating a discursive classroom in September 2025 and lessons are continuously being revised to ensure that they were engaging and discursive.
3. One parent asked if we could split the Policy by age group to make it more 'digestible'. While it would be a huge tome were we to make a separate document for each age group, we have made the topic descriptions for each age group clearer and more detailed in the above policy.
4. Parents and pupils are now happy with the level of RSE in the 6th form, which also covers future issues such as fertility and parenting.
5. A few parents discussed assessment of PSHEE progress, which we have been keen to focus on in the light of increasing evidence of its value. Assessments are now an integral part of our curriculum, with students reflecting upon their learning more regularly, as well as using Microsoft Forms by means of more regular summative assessments following units of work. Teachers also assess pupils' engagement in lessons via a 'traffic light' system in their personal markbooks.
6. Some parents wondered if we could assess pupil learning using scenarios in PSHEE/RSE. There are now scenarios woven into the curriculum in almost every topic and in every year group, and these get reviewed yearly, in consultation with staff and pupils.
7. Parents asked us to teach their children about porn and sexualised images, including AI generated sexualised images, and why this has such a negative effect on gender perceptions. This is now covered across our curriculum in an age-appropriate way.

8. A few parents raised concerns about levels of drinking amongst some students. We have reconfigured the substances lessons in Years 8 and 9 to ensure alcohol is covered in both year groups.

Table of substantive changes

Section	Detail of Change	Date	Owner
All	Reformatted and reviewed	September 2023	SSH
All	Annual review completed and staffing updated	August 2025	EMC

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