



Repton's PSHE (Personal, Social, Health and Economic Education) including RSE (Relationships and Sex Education) Policy

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1. Introduction

This policy covers Repton 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. It was produced by the Deputy Head Pupil Wellbeing & Pastoral and Deputy Head Operations and Behaviour.

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 (2026)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance (to introduction 1st September 2026)

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

- 1.1. Parents and carers have been consulted on the revised Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance that comes into force in September 2026, and offered the opportunity to share views on the most important topics for their child's PSHE education. Teaching and learning in PSHE is designed to equip our pupils with the knowledge and skills to make informed decisions about their wellbeing, health and relationships. It is also designed to prepare them for a successful adult life.
- 1.2. The School recognises that our pupils 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.

- 1.3. 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. We also aim to meet the pastoral needs of individual pupils and cohorts. We consider carefully when it is suitable to deliver sensitive content, such as suicide prevention and education around eating disorders, recognising that pupils' emotional age and cognitive maturity to understand this material increases across the secondary years, and taking care to avoid language that avoids romanticises eating disorders or discussing instructions, methods or ideas of restriction, bingeing or purging.
- 1.4. 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. In doing so the School also seeks opportunities for parental involvement including regular sharing of the content of the PSHE curriculum with parents.
- 1.5. The School focuses on a number of key areas:
- Respectful and safe relationships, understanding how to act with kindness and respect in all relationships
 - Mental Health and Wellbeing; pupils are taught how to recognise signs that they or others may require support and how to access appropriate help both within school and externally.
 - Online and media – Online safety education includes staying safe online, pornography and fake news, artificial intelligence and AI-generated content, deepfakes, online exploitation, image-based abuse, sharing of nude or semi-nude images, harmful online communities, online misogyny, radicalisation risks and strategies for critically evaluating online content. Risk areas – such as drugs, tobacco (including vaping) and alcohol
 - Understanding of how to stay healthy, linked to physical health and fitness
 - Eating healthily
 - Being safe – including consent, awareness of sexual harassment, sexual violence, violence against women and girls and FGM
 - Positive identity, respect, healthy relationships and challenging harmful stereotypes
 - Knowledge about intimate relationships and sexual health
 - 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
 - Basic first aid
 - Fire safety and safety around the School site
 - Awareness of global, national and local news developments

- 1.6. Many of these core aspects of PSHE are based around the Values and Aims of the School (see Appendix 1) and alongside this Repton 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.
- 1.7. Principles are actively promoted which encourage respect for other people. The School also works to encourage respect for others with 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).
- 1.8. 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”. The School also aims to provide a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 1.9. The School recognises the distinctive needs of boarders. PSHE and RSE provision supports boarders in developing healthy relationships, independence, emotional wellbeing, resilience and personal safety within the boarding environment. Boarders' views are actively sought through surveys, forums and boarding structures, and this feedback informs future provision.
- 1.10. 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, to the following Government and School policies.
- 1.11. The Governing Body receives regular reports regarding PSHE and RSE provision, pupil feedback, safeguarding themes and curriculum developments. Governors monitor compliance with statutory guidance and ensure sufficient resources are allocated to delivery.

2. Outcomes

2.1. 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.

2.2. PSHE is delivered at Repton by means of a structured programme comprising:

- timetabled curriculum lessons in B Block, A Block and O Block (1 period per week)
- Some PSHE related topics may also be covered in tutor periods
- lectures and discussion groups (such as Marriot and Law Society, Temple Society)
- House-based Sex and Relationships sessions led by a PSHE teacher
- aspects of the core curriculum in the Lower School

This is complemented by:

- aspects of the non-core curriculum
- Chapel
- Future Leaders (L6) and Future Ready (B Block)
- Wider World Wednesday – an opportunity for the whole school to reflect weekly on news developments, local and world issues and initiatives, led by diverse voices from the staff body
- Wider School Pastoral initiatives e.g. World Mental Health Day and Black History Month
- Use of pupil voice including regular surveys of the pupil body and House forums

This work is underpinned by the vital role played by the Houses who provide ongoing pastoral guidance and pastoral support through the work of HsMs, Matrons and tutors.

Each House has also developed a Health and Wellbeing board to display key information for pupils.

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

2.4. PSHE is provided by a variety of means during the five years that a Reptonian is at the School such that there is progression from one year to the next. These Schemes of Work follow a spiral curriculum principle, such that topic areas are revisited as pupils move through the different year groups in the School.

- 2.5. Drug education, sex education, internet safety and alcohol awareness are initially taught by specialists either in the School or by outside speakers. Where appropriate the use of in-school specialist expertise is also incorporated into the programme.
- 2.6. Tutors are assisted in their delivery of PSHE by a teaching programme which is supervised and monitored by the Deputy Head Operations and Behaviour.
- 2.7. Cross-curricular aspects of PSHE are highlighted through the SMCS audit which is conducted on an annual basis by the Deputy Head Academic.
- 2.8. The Deputy Head Pupil Wellbeing & Pastoral maintains close contact with both the medical team in the School Health and Wellbeing Centre and the School Doctor in order to use their expertise in the delivery of PSHE. The Health and Wellbeing Centre staff are included in the Pastoral support Group meetings to allow them to inform the Pastoral SMT of the current issues in the school.
- 2.9. 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 that teachers and pupils are clear about what can and cannot be kept confidential. All staff delivering PSHE should follow the guidance of the School's Safeguarding Children and Child Protection Policy if a disclosure is made. PSHE teachers will signpost pupils to resources and further sources of support such as the Health and Wellbeing Centre.

3. PSHE Programme

Programme overviews for the PSHE programme in B, A and O Block can be found below.

The School uses National initiatives such as Anti Bullying Week (November) and World Mental Health Day (October), LGBT+ History Month (February) to deliver key messages to the whole School community.

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.

There are regular opportunities in tutor time for the pupils to reflect on key events in the news so that pupils have the opportunity to consider and discuss events with the support of their tutors.

The School recognises that the internet and social media have important and ever-developing characteristics which our pupils should be aware of in order to help them use discriminately.

3.1. B Block (Year 9)

- 3.1.1. The following topics are covered in timetabled PSHE lessons: managing friendships; anti-bullying; The Equality Act and valuing difference; personal safety including online safety, gangs and knife crime; healthy diet and lifestyle; self-harm; smoking; alcohol and drugs awareness; adolescence and identity; behaviour and decision making; managing conflict with parents and family members; FGM; internet awareness, basis of consent, grooming, healthy and unhealthy relationships.
- 3.1.2. The pupils cover the following areas of Digital Literacy as part of the B Block Lecture series: online ownership, online reputation, privacy and security and thinking critically about online content.
- 3.1.3. Relationships and Sex Education is part of the PSHE programme where our main goal is to ensure that the pupils are aware of the 3 Rs (Respect for yourself, Respect for others and Responsibility for your actions) this is consolidated by a series of talks to the Year 9 year group in the Summer term during tutor periods, which is then followed up in Houses. The topics covered will include an introduction to consent, STIs and media influence on relationships.
- 3.1.4. Lectures by outside speakers are given on a rotational basis on the following topics and then followed up in PSHE lessons: Relationships and Sex; Drug Education; Cyberbullying; Healthy Eating and positive self-esteem (through First Steps Derbyshire).

3.2. A Block (Year 10)

- 3.2.1. The following topics are covered in timetabled PSHE lessons: managing stress; Relationships and Sex Education; Mental Health and Wellbeing; abortion; euthanasia; disability and discrimination; divorce; separation and bereavement; British values and extremism.
- 3.2.2. Lectures by outside speakers are given on a rotational basis on the following topics and then followed up in tutor groups: Relationships and Sex; Drug Education; Cyberbullying and Healthy Eating (through First Steps Derbyshire).

3.3. O Block (Year 11)

- 3.3.1. The following topics are covered in timetabled PSHE lessons: time management and organisation; planning for the future – employment, personal branding, rights and responsibilities at work; citizenship (political awareness); citizenship (personal finance); cyberbullying and internet safety; fake news; Emergency first aid skills; being health aware; dealing with exam stress.
- 3.3.2. Lectures by outside speakers are given on a rotational basis on the following topics and then followed up in tutor groups: Drugs Education, Gambling and Addiction; Managing stress; Mental Health.
- 3.3.3. In addition, a session is given on relationships and sex education in tutor groups in Houses.

3.4. Lower Sixth (Year 12) and Upper Sixth (Year 13)

- 3.4.1. A programme for Sixth Form PSHE is delivered through a timetabled lecture slot. These follow the spiral curriculum model and allow for the revisiting of topics covered in Years 9, 10 and 11.
- 3.4.2. These sessions cover a series of key topic areas over the course of the two years of Sixth Form. Key topics covered by the programme include: relationships; sexuality; contraception, STIs, drugs, alcohol and tobacco; dealing with stress; physical health and nutrition; personal safety; celebrating diversity and virtual protection.
- 3.4.3. Lectures by outside speakers are also given on the following topics: Relationships; Alcohol and Drug Education, Sex Education; E-safety; Gap Years; careers; Gambling and Addiction.
- 3.4.4. A series of relaxation sessions are offered to the Upper Sixth in the Summer Term to help pupils practically manage stress and anxiety.

4. Review

This policy is reviewed annually by the Deputy Head Pupil Wellbeing & Pastoral and Deputy Head Operations and Behaviour and approved by the Academic Committee under delegated authority from the Governing Body.

The School has worked to ensure that the PSHE programme takes account of the statutory guidance for all schools, the latest guidance comes into force in September 2026. This integrates the teaching of Relationships, Sex and Health Education into the wider PSHE programme.

The programme is open enough to allow sessions to reflect on current events which need to be discussed in their current context.

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

- [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- There has also been extensive use made of a number of relevant teaching resources and information websites:
- [PSHE Association | Charity and membership body for PSHE education](#)
- [PSHE & RSE Curriculum Platform for UK Schools | Wellio](#)
- [Schools - Teen Tips](#)

5. Relationships, Health and Sex Education (RSE)

- 5.1. 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).
- 5.2. The School ensures that RSE content is age-appropriate, evidence-informed, medically and legally accurate, inclusive and responsive to identified safeguarding risks and local context. Curriculum content is reviewed regularly to reflect emerging issues affecting young people.
- 5.3. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives our pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- 5.4. Pupils will develop an understanding of harmful sexual behaviour, sexual harassment, misogyny, image-based abuse and coercive behaviours, and how these behaviours can escalate if left unchallenged. Pupils will be taught how to identify, challenge and report such behaviours safely.
- 5.5. RSE education at Repton School is firmly rooted within the School's PSHE framework.
- 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
 - resisting pressure to have sex (and not applying pressure)
 - 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
 - addresses physical and emotional damage caused by FGM

- teaches the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
- key aspects of the law relating to sex will include:
 - Age of consent
 - What consent is and is not
 - 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
 - Choices permitted by the law around pregnancy

6. Delivery of RSE

- 6.1. RSE is delivered through the Timetabled lessons in B, A and O Block and a timetabled lecture slot for Sixth Form. O Block, Lower Sixth and Upper Sixth pupils have a programme of visiting speakers which include whole year talks and some single-sex house-based discussion groups
- 6.2. The School believes that effective Relationships, Sex and Health Education is essential if young people are to make well informed decisions about their lives. The objective of Relationships, Sex and Health Education 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 into adulthood.
- 6.3. Relationships, Sex and Health Education at the School will help pupils to develop the skills and understanding they need to lead confident, healthy and independent lives.
- 6.4. Relationships, Sex and Health 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.
- 6.5. It is the School's belief that effective Relationships, Sex and Health Education 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.
- 6.6. 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
- 6.7. The School makes extensive use of available resources in the delivery of the course content, including use of Wellio Education and resources developed by the PSHE Association. These resources are assessed for the age and maturity of the pupils, and constantly redeveloped and discussed to ensure they are relevant and bespoke for our pupil demographic.
- 6.8. Every effort is made to ensure that the resources are engaging and relevant, as per resources below created by Public Health England
 - <https://campaignresources.phe.gov.uk/schools/topics/rise-above/resources>
 - <https://www.pshe-association.org.uk/>
 - <https://www.fpa.org.uk/relationships-and-sex-education>

7. Key elements of Relationship, Sex and Health Education

7.1. Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage 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 the decision making

7.2. 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

7.3. 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
- the avoidance of unplanned pregnancy

8. Year group provision of Relationships, Sex and Health Education at Repton School

- 8.1. 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 Relationships, Sex and Health Education and sexual health.
- 8.2. The School Counsellors and the medical staff in the Health and Wellbeing centre are also available to give advice to individual pupils and the pupils all know that the Chaplain is available for help and advice on any subject. Details on how to contact the above are posted on House notice boards.

8.3. Provision by year group

8.3.1. B Block (Year 9)

In B Block, RSE focuses on developing pupils' understanding of healthy and respectful relationships, safe and healthy sex, sexually transmitted infections (STIs), reproductive health and pregnancy choices. Pupils explore consent, harassment, stalking and unwanted behaviour, online grooming, sextortion, exploitation, equality and inclusion, including understanding protected characteristics under the Equality Act 2010, positive masculinity, and the legal status of relationships. They also learn about staying safe in online environments, including cyberbullying, digital footprints and the impact of social media on relationships and self-image.

8.3.2. A Block (Year 10)

Sex and Relationships Education is to be delivered by a PSHE teacher within the classroom setting.

Content

- In A Block, RSE develops pupils' understanding of healthy, respectful and intimate relationships. Pupils explore the spectrum of relationships, marriage and committed relationships, sexual consent, different kinds of intimacy and sexual orientation. They learn to recognise coercive control and other unhealthy relationship behaviours, and examine safeguarding topics including sexting, sharing illegal images, online stalking, pornography, female genital mutilation (FGM) and the impact of alcohol and drugs on decision-making and relationships. The programme also promotes equality and inclusion, including understanding protected characteristics under the Equality Act 2010, while helping pupils to navigate relationships safely both online and offline.

8.3.3. O Block (Year 11)

From September 2026, Sex and Relationships Education is to be delivered by a PSHE teacher within the classroom setting.

- In O Block, RSE focuses on developing pupils' understanding of healthy, respectful and safe relationships as they prepare for greater independence. Pupils explore fertility and pregnancy, contraception, sexual

harassment and aggression, sexual violence and abuse, domestic abuse, and the differences between forced and arranged marriage. The programme also addresses safeguarding risks including criminal exploitation, sextortion, safe relationships online and the impact of online content on wellbeing. Pupils consider equality and inclusion through topics such as discrimination, prejudice, gender bias and human rights, while also exploring healthy relationship behaviours, relationship breakdowns and positive masculinity.

House based discussion groups led by PSHE Teacher, on various aspects of Relationships, Sex and Health Education including Consent and STIs. These often take the form of question and answer sessions enabling pupils to ask for information and advice that they may be reluctant to ask of parents or members of school teaching staff.

8.3.4. Lower Sixth (Year 12) and Upper Sixth (Year 13)

A programme for Sixth Form PSHE is delivered via a designated Lecture slot. These follow the spiral curriculum model and allow for the revisiting of topics covered in Years 9, 10 and 11.

These sessions cover a series of key topic areas over the course of the two years of Sixth Form. Key topics covered by the programme include: relationships; pressure and expectation; honour based violence; sexuality; contraception; parenthood; STIs.

House based discussion groups led by PSHE Teacher, on various aspects of Relationships, Sex and Health Education including STIs. These often take the form of question and answer sessions enabling pupils to ask for information and advice that they may be reluctant to ask of parents or members of school teaching staff.

9. Accessibility of content for all pupils, including those with SEND

- 9.1. The School recognises that RSE must be accessible for all pupils and thus aims to provide high quality teaching that is differentiated and personalised. Where required, materials are adapted to reflect pupils' developmental stage, communication needs, neurodiversity, SEND profiles and cultural background to ensure all pupils can access learning effectively.
- 9.2. The School recognises that pupils with SEND can be disproportionately vulnerable to bullying, exploitation, grooming and unhealthy relationships. The curriculum is adapted where appropriate to ensure pupils can recognise risks, understand healthy relationships and seek help when required.
- 9.3. Specialist teachers in the Personalised Learning Department are provided with CPD to ensure that they can deliver RSE in a personalised way when appropriate, whilst still covering the curriculum content.

10. Requirements on Schools in Law: Equality

- 10.1. The School is mindful of the guidance provided in the Equality Act, 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- 10.2. The School works to ensure the fostering of healthy and respectful peer-to-peer communication and behaviour between boys and girls. It also provides an environment which challenges perceived limits on pupils based on any protected characteristics.
- 10.3. 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.
- 10.4. Teaching is delivered in a sensitive and age-appropriate way in relation to approach and content.
- 10.5. LGBT content is delivered as integrated content into the programme of study.
- 10.6. The School recognises that there should be opportunities given to explore the features of stable and healthy same-sex relationships.

11. Monitoring and evaluation of RSE

- 11.1. There is a termly student evaluation of the B, A and O Block PSHE programme, allowing pupil voice to inform teaching and curriculum development. This is reviewed by the PSHE lead.
- 11.2. A range of methods are used to assess the overall effectiveness of the PSHE delivery. This includes a series of measures such as:
- Pupil voice surveys.
 - Parent feedback.
 - Curriculum reviews.
- 11.3. There is ongoing review of the programme. This includes incorporating suggestions made by the Health and Wellbeing Centre.
- 11.4. The department meets regularly to discuss progress with the Schemes of Work and to reflect on bespoke additions and amendments to the curriculum that are relevant to the School's setting.
- 11.5. Curriculum amendments and staff development needs are recorded, and an annual report is shared with Governors through the Pastoral and Safeguarding Committee meeting.
- 11.6. 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 their increases awareness of their own development illustrates the value of their learning. Assessment in curriculum PSHE allows the leadership team, parents, Governors and School Inspectors to see the impact PSHE education is having for pupils and for whole school outcomes.
- 11.7. PSHE education covers issues in areas of life which children and young people will be affected by in different ways and at different times. Assessment for Learning will be built into lessons in B, A and O Block, and progress will be reviewed through half termly assessments. We will use this to evidence progress and inform future teaching.

12. Staff training and delivery of content

- 12.1. It is the school's policy that no member of staff will be required to teach Sex and Relationships education unless s/he is willing to do so. Where a member of staff does not deliver this element, the School will ensure that a suitably trained alternative member of staff provides the required curriculum without loss of entitlement or continuity.
- 12.2. Training will be provided within the school for all members of staff who are involved in RSE as required. Induction is provided to staff prior to delivery
- 12.3. 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 the boarding House.
- 12.4. The School uses resources from Wellio Education to support our curriculum PSHE and deliver consistent, engaging education. We regularly review resources and amend them to make sure they are bespoke to the School and provide relevant resources for our pupils. Through regular departmental meetings we promote collaboration between colleagues.
- 12.5. 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>)
- 12.6. Close links are maintained with the School Doctors, The School Nurses at the Health and Wellbeing Centre and the School Counsellors.
- 12.7. Expertise is also drawn from close links with our outside speakers who return regularly to the School. All external speakers will be required to comply with the Visiting Speaker requirements, and all presentation materials will be reviewed no later than one week prior to delivery.

13. Child Protection

Staff involved in RSE will be reminded of the contents of the School's Safeguarding Children and Child Protection Policy, especially regarding the correct procedures if a pupil discloses anything that could be considered as child abuse in any form. Concerns must be reported immediately to the DSL, or DDSL, through the School's safeguarding systems.

- 13.1. They will also be reminded of the necessity to contact the school's Designated Senior Lead (Deputy Head Safeguarding) if any allegations or disclosures of abuse are made. PSHE staff will also be reminded of the importance of the low-level concerns policy.

14. Parental Consultation

- 14.1. As a school community, we are committed to working in partnership with parents on the ongoing development of the RSE Policy. There will be opportunities for review of the policy, when parents are consulted on their views about important topics for their children's education, and examples of content and resources used will be shared with the parent body. Parent responses will be recorded, considered and reported to Governors annually through the Pastoral and Safeguarding Committee meeting.
- 14.2. The policy is available on the School website and the Deputy Head Pupil Wellbeing and Pastoral has invited parents to comment on the content of the RSE policy as part of our parental engagement in the regular parent information events. A copy of this policy will be provided free of charge to any person who requests it.

15. Parental consent and right to withdraw

- 15.1. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education, other than those elements included within the science curriculum. Requests for withdrawal should be made in writing to the Headmaster or Deputy Head Operations and Behaviour.
- 15.2. Following such a request, the School will arrange a meeting with the parent(s)/carer(s) to discuss the request, clarify the nature and purpose of the curriculum and ensure that parents have access to the resources and materials being used. The School will seek to work collaboratively with parents in the best interests of the pupil.
- 15.3. Except in exceptional circumstances, the School will respect a parent's request to withdraw their child from sex education. A record of the request and outcome of discussions will be maintained by the School.
- 15.4. In accordance with statutory guidance, if a pupil has been withdrawn from sex education, the School will make appropriate arrangements for them to receive suitable, purposeful education during the period of withdrawal.
- 15.5. In line with statutory guidance, during the three terms before a pupil turns 16, if the pupil wishes to receive sex education rather than remain withdrawn, the School will make arrangements for this to take place.
- 15.6. There is no right to withdraw from Relationships Education, Health Education or the biological aspects of human reproduction taught within the science curriculum.

16. Review

- 16.1. This policy is reviewed annually by the Deputy Head Pupil Wellbeing & Pastoral and Deputy Head Operations and Behaviour.
- 16.2. The school ensures that the PSHE programme takes account of the Statutory Guidance for all schools.
- 16.3. The programme is open and flexible to allow sessions to reflect on current events that need to be discussed in context
- 16.4. This policy is reviewed annually by the Deputy Head Pupil Wellbeing & Pastoral and Deputy Head Operations and Behaviour and approved by the Academic Committee under delegated authority from the Governing Body.

Reviewed and updated; Michaelmas 2026

Appendix 1 - Whole School Awareness Days and Initiatives

Awareness Days and Pastoral Initiatives

Date	Area of Focus	Details of events and activities	Point of Delivery / Target audience
Ongoing	Health and Wellbeing Resources	- Health and Wellbeing boards have been created in all the Houses - These boards are used to provide information on areas such as Vaping and Mental Health - This leads to further opportunities for discuss further with matrons in Houses - The boards are updated on a regular basis to freshen the resources	Health and Wellbeing Centre/ Deputy Head Pupil Wellbeing and Pastoral to help provide resources Issued onto Health and Wellbeing boards in Houses
Ongoing	Publication of 'Wellbeing Matters' magazine	'Wellbeing Matters' includes tips on key areas of pupil Wellbeing - Publications so far have covered: - Strategies for maintaining good mental health - Sleep - Stress and Anxiety - Vaping - Summer safety - Managing Homesickness	Teams E-mailed to all pupils and discussed in Tutor period Hard copies provided in Houses
Ongoing Reminders issued	Fundamental British Values Safeguarding Online Safety	- Resources provided by Deputy Head Pupil Wellbeing & Pastoral - MS Forms used for checking understanding / issues arising	Whole School, through tutors
September (Exeat weekend)	Macmillan coffee morning	- Pop-up café in 400 Hall - Opportunity to support the work of Macmillan and raise awareness about this important issue - Bake-off encouraged between the Houses	Whole School, through Houses
October	World Mental Health Day	- Pupils encouraged to wear yellow as part of the World Mental Health Day initiative https://youngminds.org.uk/get-involved/how-to-fundraise/helloyellow/ - School prefects take lead on initiatives - JCR open to Sixth Form pupils as an extra evening of opening - Pop-up café at breaktime with advice offered by Health and Wellbeing Centre	Significant input from the Health and Wellbeing Centre Whole School
October	Black History Month	- School prefects / EDI champions take lead on initiatives - Tutor period focus	Whole School Tutor focus
November	Whole School Act of Remembrance	Whole School community involved – pupils, academic staff and support staff	Whole School Whole-School Chapel address

		• 2 minute silence observed by Whole School in the Garth at 11am with the sounding of the Last Post • Promotion of fundamental British values • Annual Trip for B Block to the National Memorial Arboretum	
November	Anti-bullying Week https://www.anti-bullyingalliance.org.uk/anti-bullying-week	• Information provided by Deputy Head Pupil Wellbeing and Pastoral for delivery in tutor periods • Initiatives in Houses (girls Houses adopted the use of House angels) • Pop-up café at break-time	Whole School Tutor focus Whole-School Chapel address
November	Thanksgiving	• Marked with themed meals in the Houses	House based
December	Overseas boarders: Christmas drinks and nibbles	• An opportunity for our overseas pupils to learn more about British culture and traditions around Christmas	Hosted at the Hall
January	Holocaust Memorial Day	• B Block Enrichment Day • Includes reflections from a range of different departments – ERS, English, History, Art	B Block Enrichment Day Whole School Chapel address
January	Lunar New Year	• Marked with themed meals in the Houses • Also a through School event – allowing for the celebration to be shared across the Schools	House based
February	LGBT+ History Month	• Resources provided by Repton Pride Society working with Deputy Head Pupil Wellbeing and Pastoral • Ongoing initiatives over the course of the month	Tutor period; Daily notices
March	International Women's Day	• Resources provided by Deputy Head Pupil Wellbeing and Pastoral	Tutor period
As appropriate	Mock Election campaign and vote Promoting fundamental British value of Democracy	• Pupils stand for election as candidates from the different UK Political parties • Husting event takes place in a central venue • Whole School election vote on through (ballot boxes in Houses)	Houses Whole School hustings events

Appendix 2 – External Speakers used to supplement the PSHE Programme

- All external agencies and speakers are subject to the School's Visiting Speakers Protocol.
- Sessions are appropriately planned, supervised and reviewed to ensure content is accurate, balanced, age-appropriate and consistent with the School's safeguarding responsibilities. Safeguarding expectations are shared in advance, staff are present during delivery and all sessions are evaluated afterwards.

Name of provider	Topic	Further information
Russell Robinson	Teenagers and the Law	Russell Robinson Law Talks – School talks on Criminal Law (russell-robinson-law-talks.co.uk)
Isla Van Tricht	Pornography and Consent	TALKS School Speaker Isla van Tricht
Fiona Spargo-Mabbs	Drugs and Risks around Drugs	Daniel Spargo-Mabbs Foundation
It Happens	*Fun, freedom and festivals	It Happens Education (RSHE for Schools) Healthy Relationships & Positive Sex Ed
Karl Hopwood	Pre-recorded talk on social media – fake news	esafety Ltd – Home
South-West Grid for learning	Internet safety	SWGfL – Safety & Security Online
Patrick Foster	Gambling and Addiction	patrick@epicriskmanagement.com
James Shone	I can and I am – resilience	Motivational Speaker James Shone I Can and I Am
Odd Balls Foundation	Self-examination	Raising Awareness of Testicular Cancer – oddballsfoundation (theoddballsfoundation.com)
Childnet	Internet safety	Childnet - online safety video resources Internet Matters
Simon Leigh	Drugs and Addiction	School Drug & Addiction Talks Simon Leigh MSc Addiction Counsellor (addictiontherapy.org.uk)
Charlie Waller Memorial Trust	Mental Health	Charlie Waller Trust, mental health charity
First Steps Derbyshire	Self-esteem	Home - First Steps ED
Alicia Drummond	Relationships	About - Teen Tips

Keith Sudbury	Stem Cell and Organ donation	R&Be Home Page
Brandon Hunt	Relationships, Mental Health and Cyberbullying	https://www.brandonhuntofficial.com/
YMCA Derbyshire	Poverty and Homelessness Opportunity for Changing Lives	https://www.ymca.org.uk/location/ymca-derbyshire
Sabina Osbourne Gray	Drug Addiction	https://www.sabinaosbournegray.com/
Rob Higgs	Anti Bullying	https://www.rhiggspresents.com/about-5

Appendix 3 – PSHE Scheme of Work

PSHE programme			PSHE programme	
B	A	O	L6 - Wednesday P4	U6 - Wednesday P5
Getting Ready for Secondary School & Repton PSHE	Inclusivity & Belonging	Discrimination and the Equality Act	An Introduction to Leadership	An Introduction to Leadership
Managing Anxiety	Placing Trust	Stereotypes & Prejudice	Working Together	UCAS / Future Plans
Combating Negative Self Talk	Self-Esteem and Respect	Respecting Human Rights	Careers Goal Setting	UCAS / Future Plans
Rising Above Cyberbullying	The Healthcare System	Gender Biases	Careers talk - Dale Willis	Careers talk - Dale Willis
Character Strengths In Focus	Safety Instincts	Criminal Exploitation	Attitudes towards sexualisation and pornography - external speaker	Attitudes towards sexualisation and pornography - external speaker
Positive vs Negative Humour	Managing Emergencies	The Question Around Deepfakes	PSHE / David Hawkins talk - international universities	Living independently
Safe & Healthy Sex (including Repton's school rules)	The Spectrum of Relationships	Fertility & Pregnancy	Study Skills in Sixth Form and Independent Learning	Mocks
Sexually Transmitted Infections	Will You Marry Me?	Contraception Considerations	Relationship pressures and expectations including consent, coercion and navigating sexual safety.	Health - registering with doctor, STIs, cancer awareness
Reproductive Health	Recognising Signs of Coercive Control	Sexual Harassment and Aggression	Careers - post-18 choices	Active Participation in Democracy - the right to vote, party membership, pressure group membership
Pregnancy Choices	Sexting	Differences Between Forced & Arranged Marriages	Drugs, alcohol, tobacco and Vaping - external speaker	Careers: Interview basics
Forced Marriages	The Distorted Reality of Pornography	Sexual Violence & Abuse	Dealing with Stress	Transition to University & Personal Safety
Stalking & Unwanted Behaviour	Self-Examination and Screening	Safe Relationships Online	Extremism and online radicalisation	Extremism and online radicalisation
Substance Addiction	AI and Society	Managing Stress and Overthinking	Caring for your mental health	Caring for your mental health
Gambling Addiction	Keeping Your Online Data Safe	Relationship Fall-Outs	Stem Cell & Organ Donation	Practical tips for University and the world of work (Session 1) - talk from BEP - Beldam Hall
Informed Drug & Alcohol Choices (including vaping & tobacco)	Understanding Democracy	Examining Sexual Violence	Careers talk	Careers talk
Drugs and County Lines	The UK's Relationship with the World	Domestic Abuse	Violence against Women & Girls	Study Skills: AI morality / Exam Entry check - TMR

Saving Lives With First Aid	Public Money	The Dangers of Sextortion	Optimism	Being Assertive
Evaluating Eating Habits	Credit & Debt	Online Content and Mental Health	Entrepreneurship	Entrepreneurship
Financial Risk	Understanding Sexual Consent	Advanced Budgeting	Patrick Foster Mental Health, Gambling & Addiction Talk (including online gambling)	Mocks
How Laws Are Made	Different Kinds of Intimacy	Your Pension, Your Future	Developing positive habits	Navigating Pregnancy Choices
The Fundamentals of AI	Sexual Orientation	Insurance	Careers	Careers
Deepfakes and AI	Sex & Substances	Rethinking Masculinity	Making healthy choices	Exam Entry Check - SPLT
Exploitation	Sharing Illegal Images	Health Conditions	Democracy vs Autocracy	Ethical Dilemmas and Moral Reasoning
Sextortion	Unrealistic Online World	Exam Stress	UniGuys - David Hawkins - European University options	Overcoming Worry in your Final Years
Knife Crime	Fake News & Misinformation		End of year Exams	OR society introduction + LinkedIn
Instagram vs Reality	Online Radicalisation		Central talk: Leadership / Careers convention forms, Careers: how to network and be enterprising	Practical tips for University and the world of work (Session 2). Transition to University Sport.
Digital Footprint	Online Stalking		Talk on Prefect Roles in Houses, including safeguarding	
Respecting Transgender Identities	Female Genital Mutilation		Criminal Law: Russell Robinson	
Organ Donation	The Rule of Law		Exploring Emotional Intelligence	
Empowering Positive Masculinity	Menstrual Health and Conditions		Gay Pride Month	
Relationships & Their Legal Status	Understanding Vaccination And Immunisation		Careers	
Avoiding & Preventing Harassment	Drugs		Developing positive habits	
Online Grooming	Prescription Medication Misuse		Summer Safety	

Version History/Amendments			
Date	Author	Comment/Amendment	Version No
Lent 2024	AFP	Annual update of policy	1.0
29.07.24	DLC	Reformat of policy	1.1
20.08.24	AFP	Annual update of policy	1.2
01.09.24	DLC	Formatting	1.3
20.11.24	DLC	Amendment to type of policy committee	1.4
20.05.25	AFP	Minor amend to date on Policy	1.5
23.07.25	DLC	Amendment to date of approval of policy	1.6
12.08.25	DLC/AFP	Amendment to review date of policy	1.7
24.01.26	SCE/AFP	Annual update of policy	1.8
24.02.26	DLC	Amended to reflect approval by Academic Committee in Lent 2026	1.9
13.08.26	AFP	Updated to reflect addition of O Block PSHE on TT. Also introduction of L6th lecture programme.	2.0
25.09.26	CMP	RSE content and PSHE SoW updated. Clarity added around staff training, reporting to Governors, and recording parental engagement.	2.1

Links to Other School Policies
School policies (relating to PSHE and RSE delivery): • SMSC Audit • Visiting Speakers Protocol • Staff and Pupil Acceptable Use of Devices Policy • Online safety policy • Anti-bullying Policy • Repton's Safeguarding Children and Child Protection Policy • National Minimum Boarding Standards • Low Level concerns

Links to External Policies, Legislation or Guidance
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 (2026) Children and Social Work Act (2017) Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance (2025, which came into effect from September 2026)

Government Publications

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Specific guidance on Sex and Relationships:

<https://www.gov.uk/government/publications/sex-and-relationship-education>

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)

Mental Health and Behaviour in Schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

Guidance on RSE

<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:

<https://www.sexwise.fpa.org.uk/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>