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The Mill Hill School Foundation

Personal, Social, Health and Economic
(PSHE) Education and Relationships and Sex
Education (RSE) Policy
2022

Personal, Social, Health and Economic (PSHE*) Education, and Relationships and Sex Education (RSE) Policy

***Cobham Hall uses the term 'Wellbeing' instead of 'PSHE.'**

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Other relevant School policies

- Safeguarding and Promoting the Welfare of Pupils Policy
- Anti-bullying Policy
- Curriculum Policy
- Promoting Positive Behaviour Policy
- Online Safety Policy
- Policy on Smoking, Alcohol, Drugs and Other Substance Abuse
- Equality, Diversity and Inclusion Policies (Pupils, and Staff)

1 **Scope of this policy**

- 1.1 This policy covers seven schools within the Mill Hill School Foundation, as above, collectively referred to in this policy as “the school”, and sets out the school’s approach to Personal, Social, Health and Economic Education (WELLBEING) and Relationships and Sex Education (RSE) delivery. The delivery of the RSE curriculum falls under the umbrella of WELLBEING. At Cobham Hall, PSHE is called Wellbeing. Henceforth it shall be referred to as such when referring to Cobham Hall. The terms may be used interchangeably.
- 1.2 The Wellbeing and RSE Policy were formerly separate policies; this policy combines the two, given that the RSE curriculum is delivered largely under the umbrella of the Wellbeing curriculum. For the purposes of this policy therefore, the term Wellbeing also covers RSE.
- 1.3 Within these schools, Wellbeing contributes to the school curriculum by helping to give pupils the skills, knowledge and understanding to live confident, healthy, independent lives and to become informed, active and responsible citizens. Wellbeing draws together different aspects of the pupils’ personal and social development. The Wellbeing curriculum is based on the three core themes as set out by the PSHE Association:
 1. Health and Wellbeing
 2. Relationships
 3. Living in the Wider World
- 1.4 The policy was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:
 - departmental review and feedback
 - departmental training, eg via the PSHE Association
 - pupil voice
 - parental consultation
 - wellbeing surveys
 - ongoing feedback from pastoral teams
- 1.5 Parents are informed about the policy through consultation and the policy will be made available on the school website.

2 **Legislation (Statutory Regulations and Guidelines)**

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2 The 2006 Education and Inspections Act placed a duty on governing bodies to:
 - promote the Wellbeing of pupils at the school
- 2.3 Department for Education statutory guidance states that from September 2020 all schools must deliver:
 - Relationships Education (Primary) and Relationships and Sex Education / RSE (Secondary)
- 2.4 Other relevant legislation and guidance:

- The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019, updated 2021)
- Keeping Children Safe in Education (Sept 2022)
- ISI Commentary on the Regulatory Requirements (Sept 2021)
- PSHE Association Programme of Study, KS1-5 (2020)
- PSHE Association – Writing PSHE Policy (2018)
- PSHE Association – Writing RSE Policy (2018)
- Equality Act (2010)
- DfE Careers Guidance and Access for Education and Training Providers – statutory guidance for schools (July 2021)

2.5 Glossary of terms

PSHE*:	Personal, Social, Health and Economic Education*
Wellbeing:	Term used to denote PSHE and RSE at Cobham Hall
RSE:	Relationships and Sex Education
SMSC:	Spiritual, Moral, Social and Cultural
EYFS:	Early Years Foundation Stage
SEND:	Special Educational Needs and Disabilities
EAL:	English as an Additional Language
LGBTQ+:	Lesbian, Gay, Trans, Queer, Intersex, Asexual+
KS:	Key Stage
SCARF:	Safety, Caring, Achievement, Resilience and Friendship - a whole-school approach to promoting behaviour, safety, achievement and Wellbeing, SCARF is an online tool for teachers, providing a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give busy teachers skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout primary.
LCP:	Language Centre Publications Ltd, trading as LCP - a company that provides PSHE & Citizenship Resource Files which provide a flexible PSHE & Citizenship programme that can be used by teachers either by adopting the whole package as a basis for their Wellbeing teaching, or by cherry-picking elements that best fit with the content being taught.

* For the purposes of this policy, the term Wellbeing also covers the delivery of RSE content.

3 Management and Organisation of Wellbeing (including RSE content)

3.1 Roles

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The Foundation schools have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policies and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Each Foundation school has a member of staff who is responsible for the Wellbeing curriculum and its delivery. The structure of management of the Wellbeing leads and teachers are as follows in each of the following schools:

3.1.1 Grimsdell

The PHSE leads are responsible for the scheme of work and implementing the use of SCARF in the EYFS. SCARF is a whole-school approach to promoting behaviour, safety, achievement and Wellbeing, meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study.

Class teachers plan PSHE termly and then weekly and deliver this to their classes. PSHE is a prime subject in the EYFS and occurs daily both explicitly and implicitly. The PSHE coordinator is line managed and supported by the Assistant Head Pastoral and Assistant Head of Teaching and Learning.

The PSHE Head of Department/Co-ordinator will be guided by the PSHE Association Programme of Study for all Key Stages. They will also seek training through the PSHE Association, for continuous professional development (CPD) within the subject.

3.1.2 Belmont

The Head of Department (HoD) PSHE is responsible for the PSHE teaching team, schemes of work, planning of external speakers and is line managed by the Deputy Head Pastoral.

The PSHE Head of Department/Co-ordinator will be guided by the PSHE Association Programme of Study for all Key Stages. They will also seek training through the PSHE Association, for continuous professional development (CPD) within the subject.

3.1.3 Mill Hill School

The HoD PSHE is responsible for the PSHE teaching team, Schemes of Work, planning of external speakers and is line managed by the Assistant Head - Pupil Development and Wellbeing

3.1.4 Mill Hill International

The PSHE teacher is responsible for the Scheme of Work and delivers all PSHE lessons. The Deputy Head line-manages the PSHE teacher and conducts lesson observations as part of the appraisal process.

3.1.5 Cobham Hall

The Wellbeing teacher is responsible for the Scheme of Work and delivers all Wellbeing lessons. The Director of Boarding and Pastoral line manages the Wellbeing teacher and conducts lesson observations as part of the appraisal process. The Director of Boarding and Pastoral is responsible for the content of the Wellbeing programme and compliance. Wellbeing sits within the Science faculty.

The PSHE Heads of Department/Co-ordinators in all the schools are responsible for ensuring the progression and effective development of PSHE throughout the school by:

- monitoring and evaluating the teaching of the subject

- ensuring progression and continuity between year groups, key stages and the schools
- ensuring the development, implementation and evaluation of the school policy and schemes of work
- ensuring resources are kept up to date and purchased where required
- organising opportunities for professional development and training for PSHE
- maintaining the subject file/scheme of work

3.2 Responsibilities

Staff are in a particular position of trust and must make every effort to promote the safety and welfare of their pupils. They should encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Members of staff contributing to the PSHE programme are expected to work within the aims of this policy and must ensure that their personal beliefs and attitudes do not influence the teaching of the subject matter.

Staff must be alert to safeguarding and child protection issues and follow policy guidelines at all times. All staff comply with the schools training for safeguarding and child protection.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. Staff delivering some aspects of the programme undertake specialist training.

3.3 Staff Training

PSHE leads and teachers keep up-to-date with materials and guidance for PSHE, in line with other curriculum areas. The schools support this by affording them regular opportunities for appropriate training. The PSHE Heads of Department/Co-ordinators of the Foundation schools meet at least annually to review the PSHE through Curriculum and Programmes of Study, from ages 3-18 (See Appendix 1).

4 Aims of Wellbeing

4.1 Aims

WELLBEING education provides a significant contribution to the schools' responsibility to:

- achieve the school's aims and ethos
- promote pupil Wellbeing, including their physical and mental health
- promote respect for others, with particular regard to the protected characteristics
- develop pupil confidence, including body confidence, self-esteem, self-motivation, and independence
- encourage pupils to learn and make the most of their abilities to prepare pupils to play an active, developing, independent and responsible role as future citizens and members of society
- ensure that all pupils within the school have a voice that is listened to, and to demonstrate how democracy works
- provide the opportunity to learn how to argue and defend points of view
- learn the basic skills for keeping themselves healthy; and to encourage pupils to keep themselves, their environment and others safe
- develop positive behaviours and learn about feelings
- become aware of the views, needs and rights of other faiths and cultures
- learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying in class to strengthen community

- promote pupils' spiritual, moral, social and cultural (SMSC) development whilst demonstrating the fundamental British values
- develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others and a pride in oneself and one's achievements
- provide careers education
- provide effective preparation for the opportunities, responsibilities and experiences of life in British society
- provide relationships and sex education

4.2 Intended Outcomes

The intended outcomes for Wellbeing education are to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and coping strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

5 **Definition of Relationships and Sex Education (RSE)**

5.1 Definition - Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

The Foundation believes that good quality RSE is both an entitlement and part of compulsory curriculum provision, and must:

- be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices
- be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- teach pupils explicitly about equality and an understanding of the harmful effects of stereotyping and prejudice
- teach how to recognise an abusive relationship, including coercive and controlling behaviour (including what constitutes sexual violence and sexual harassment, and why these are always unacceptable, this being covered in age-appropriate manner in the 'being safe' topic at each key stage, see appendix 1)
- include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- be part of lifelong learning, starting early in childhood and continuing throughout life
- reflect the age and level of the learner
- ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding

- be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- be delivered by competent and confident educators
- be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable

5.2 Parental and Pupil Consultation - Parental engagement and consultation is a vital component of effective relationships and sex education.

The Foundation recognises the importance of strong, constructive and open conversation with parents in the education of their children. The statutory guidance declares that schools must engage regularly with parents and work closely with them when developing and delivering RSE. See paragraph 1.4 for examples of the consultation channels used.

We endeavour to cover all aspects of the RSE curriculum within our Wellbeing teaching in each key stage, however we recognize that the programmes of study published in this policy are working documents that we are continually updating in line with new resources and guidance. On an ongoing basis, specific updates regarding RSE curriculum content and policy revisions are shared with parents for consultation.

Reminders of any particularly sensitive topics, e.g. puberty and FGM (Seniors), are communicated to parents via the bulletins and newsletters where relevant, and recommended resources may be signposted for support at home, with the offer to discuss any concerns or queries with the school's Wellbeing Teacher.

6 Careers Education

The Foundation believes that high quality careers education and guidance is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. Effort is made to consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

Careers guidance should enable pupils to:

- 'know themselves' and how their strengths, weaknesses and interests relate to the world of work
- learn about different careers and opportunities
- obtain individual guidance
- have some work experience (where possible)
- gain information about training, education and occupations beyond school

6.1 Grimsdell

At Grimsdell the children are exposed to career related learning in that they have access to activities designed to give them a wide range of experiences and exposure to education, transitions and the world of work. Children are given the opportunity to meet and explore careers of the future through our Creative Curriculum and the Votes for Schools programme. We encourage our parent body to share their careers through talks and presentations to the children ensuring that aspirations and attitudes are suitably explored.

6.2 Belmont

At Belmont children are given opportunities to learn about careers through the tutor system, WELLBEING, assemblies, chapels and various speakers. The future skills carousel is designed to develop core skills that will help students in the world of work. In the senior school students take part in a Kids MBA programme and also a careers afternoon where they listen to a range of professional speak about a variety of careers.

6.3 Mill Hill School

Through the tutor system, PSHE, assemblies and various presentations, pupils are helped to make informed choices for their GCSE, and for their A Level courses. Similarly, pupils are helped to start thinking about the most appropriate higher education choices and possible future careers. There is also a dedicated Careers Department who are available to have 1-1 appointments with pupils and parents and who host events frequently throughout the year to inform pupils of what they might like to do in the future. In Sixth Form pupils have access to the Higher Education Department to assist them with decisions and applications post 18.

Whether in terms of subject choice, higher education or careers ideas, we focus on the needs of each pupil and help them to find an individual pathway that will best promote their chances of happiness and success. We aim for non-bias and impartiality in all our guidance on subject options, higher education and careers.

6.4 Mill Hill International

Through the tutor system, PSHE, assemblies and various presentations, pupils are helped to make informed choices for their GCSE, and for their A Level courses. Similarly, pupils are helped to start thinking about the most appropriate higher education choices and possible future careers. Careers education is included within the school's PSHE programme and in Year 11 there is a specific focus on careers and higher education in the post GCSE period.

Whether in terms of subject choice, higher education or careers ideas, we focus on the needs of each pupil and help them to find an individual pathway that will best promote their chances of happiness and success. We aim for non-bias and impartiality in all our guidance on subject options, higher education and careers.

6.5 Cobham Hall

Through the tutor system, Wellbeing, assemblies, presentations and speakers, pupils are guided to make informed choices for their GCSE and A level courses. Similarly, pupils are helped to start thinking about the most appropriate higher education choices and possible future careers. Careers education is included within the school's Wellbeing programme and in Year 11 there is a specific focus on careers and higher education in the post GCSE period. In Year 12, students follow the Ivy House programme, which provides robust coaching and personal development.

7 Curriculum Delivery

The content and teaching of Wellbeing, and within that of RSE, will be tailored to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, the School will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. It will be mindful of the

preparing for adulthood outcomes when teaching these subjects to those with SEND. For specific detail please see each school's Programme of Study in the appendices at the end of this policy.

These programmes of study are working documents that the Schools are continually updating in line with new resources and official guidance, and also in response to events which might happen locally or nationally, but which the Heads and Heads of PSHE (Wellbeing lead teacher at Cobham Hall) feel should be covered.

To provide safe and effective practice, we will ensure a safe learning environment by continuing to reinforce the ground rules of any Wellbeing lesson that there should be sensitive and appropriate questions and answers, and that no person should have to contribute if they feel unable to. In each Wellbeing lesson there will be an opportunity for pupils to ask questions anonymously. All staff teaching the RSE content within the curriculum, will be supported by the Wellbeing Head of Dept/Lead Teacher, and the pastoral team.

Teachers will use their professional judgement when answering questions regarding sensitive topics. Pupils will be educated on the safest way to find information i.e. asking teachers, parents and our medical team. Pupils will be taught the risks and advised not to go online independently to find out this information but will be signposted to recommended and trusted websites. Teachers will contact parents and/or House Staff if they feel it to be necessary.

The Wellbeing programme will be delivered in such a way as to provide opportunities for pupils to reflect upon what they have done, how they feel, what they have learnt and what they will do next. The programme is continuous and progressive, encouraging effective learning and high expectations of all of the pupils. It also offers the opportunity for pupils to express their views to help shape their school (Pupil Voice).

The programme of study will be taught through a range of teaching methods, including class discussion, debate, role play, lectures and guest speakers. Teachers will seek to understand their pupils' prior knowledge and develop lessons based on the information gathered. They will ensure lessons that cover topics regarding risky behaviours, remain positive in tone by talking about positive behaviours and School expectations.

The programme of study will also focus on developing key life skills, which pupils will have experience of in a safe environment. These include skills such as negotiation, communication, debate, decision making, active listening and building resilience.

7.1 Grimsdell

At Grimsdell, PSHE permeates the curriculum daily whilst being infused into the creative curriculum throughout the year. Schemes of work are prepared by the PSHE coordinators and class teachers implement the content accordingly, whilst making careful observations and providing evidence. The schemes of work are used as a vehicle for the teaching of SMSC/PSHE/RSE within the Creative Curriculum and implemented in the creative curriculum planning. Lessons are taught by the class teacher supported by the PSHE Coordinators to deliver appropriate content and level of understanding. We use SCARF, LCP and PSHEassociation programme as a vehicle to promote PSHE and as a prime area of the curriculum it is embedded throughout the school day through activities and whole class lessons.

Coordinators support the classroom teachers in the delivery of PSHE by:

- Preparing schemes of work with clear objectives, lesson ideas and the resources required

- Performing fortnightly KS1 meetings giving an opportunity for discussions about the delivery and any support needed
- Observing the pupils' learning journals

7.2 Belmont

At Belmont, the majority of PSHE lessons are timetabled to be taught by the form tutor to encourage the children to develop an open and trusting relationship with this teacher throughout the year. Lessons are regularly updated, adapting to the needs of the individual form or year group or reflecting topical issues as they arise. We use 1decision and the PSHE Association programme to support our delivery.

7.3 Mill Hill School

At Mill Hill School, the teaching of PSHE takes place in timetabled lessons, taught by PSHE trained staff delivering age-appropriate content. The Fourth Form and Fifth Form each receive one lesson per week; pupils in the Lower Sixth have one lesson per week and regular Presentation lessons. Although pupils in the Upper Sixth do not have a timetabled PSHE lesson, the Presentation programme continues throughout this year, following the PSHE and RSE themes.

The PSHE teachers are also, for the majority of pupils, their Physical Education teacher further building on the strong teacher-pupil relationship. The programme is also supported by focused topic talks given by visiting speakers, structured workshops throughout the year and tutor time led sessions. Links with Chapel services further support the PSHE programme. and during the year a number of awareness days and weeks are identified to further support the learning in the classroom.

7.4 Mill Hill International

At Mill Hill International, the teaching of PSHE is delivered in timetabled lessons by the PSHE specialist teacher who has undergone specialist training to deliver age-appropriate content. Pupils at MHI receive one timetabled lesson of PSHE each week. In addition, themed awareness weeks which may overlap some WELLBEING topics, such as mental health, are timetabled every week throughout the year. The focus of such weeks may be addressed in assemblies, Chapel services and in tutorials. In collaboration with the PSHE teacher, the Head of Year 11 oversees careers, with a particular focus on Year11 pupils.

7.5 Cobham Hall

At Cobham Hall, the teaching of Wellbeing is delivered in timetabled lessons by the Wellbeing specialist teacher who has undergone specialist training to deliver age-appropriate content. Pupils at Cobham Hall receive one timetabled lesson of Wellbeing each week. In addition, themed awareness weeks which may overlap some Wellbeing topics, such as mental health, are timetabled throughout the year. The focus of such weeks may be addressed in assemblies, lunchtime activities and in tutorials. In collaboration with the Wellbeing teacher, the Head of Upper School oversees careers.

8 Safe and Effective Practice

8.1 Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the Foundation's Safeguarding and Promoting the Welfare of Pupils Policy and related procedures should be followed.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- encourage the pupil to talk to their parent, Housemaster/Housemistress or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- decide whether there is a safeguarding issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Pastoral Lead to decide what is in the best interest of the child.

Providing advice on contraception and practising safe sex is a key part of the Foundation's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

8.2 Sexual Violence and Sexual Harassment between Children

We aim to foster healthy and respectful relationships between boys and girls throughout their time at School and beyond. Within the teaching of relationships, a compulsory component of RSE, and through signposting to the school's reporting mechanisms outside of Wellbeing, pupils are made to feel comfortable in seeking help and guidance on anything that may be concerning them regarding sexual violence and/or harassment. Understanding boundaries and consent is taught explicitly. Pupils are made aware that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Every report of sexual violence or sexual harassment is taken seriously.

8.3 Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and if a teacher is uncomfortable with the nature of a question, s/he should decline to

answer it at the time or even at all, although pupils should never be made to feel uncomfortable for having asked a question. Teachers 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 at random by the teacher is widely used as it can overcome some of these issues. Teachers 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.

If a safeguarding issue is raised by a question the teacher will refer to the DSL who will liaise with the teacher to find out the most appropriate way to deal with the issue, following the safeguarding policy.

8.4 Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL)

Teachers working with pupils with disability or with special educational needs should work towards accessible provision of the RSE content of the Wellbeing programme of study, It can also be helpful to think about the four interconnected areas of learning:

- Personal care and hygiene
- Relationships and sex education
- Appropriate behaviour, including addressing sexualised behaviour
- Safeguarding

When working with pupils with SEND, teachers should work continuously through informal opportunities as well as formal WELLBEING curriculum. All staff should be actively involved in offering consistent messages around RSE, eg teaching assistants, graduate assistants, lunchtime supervisors, etc.

Heads of Student Support and EAL work closely with class teachers and outside specialists to support pupils' needs.

Further guidance for teachers working with pupils with SEND: [RSE for pupils with SEND](#)

9 Inclusion

The Foundation believes that education regarding relationships and sex should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010. We intend our policy to be sensitive to the needs of all pupils and to ensure that they are appropriately met, and we have regard to the pupils' protected characteristics. All pupils are entitled to quality education in this field. We do this by promoting the needs and interests of all pupils, to help them build confidence and a positive sense of self, and to stay healthy.

We will endeavour to:

- ensure provision is appropriate to the particular needs of all our pupils, taking specialist advice where necessary.
- implement high quality planning for pupils with special educational needs and disabilities.
- deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.
- whatever their developing sexuality, ensure that young people feel that sex and relationship education is relevant to them.

10 Parental Communication

Parents are given information on all subjects taught within the Foundation's Through Curriculum, including PSHE, and within that, RSE.

10.1 Grimsdell

At Grimsdell, this information is shared on:

- a termly basis during the curriculum meetings in the EYFS and key learning opportunities through weekly tasks either through their homework or in the newsletter. Parents are given an overview by the class teacher.
- an annual basis In KS1, this information is given during curriculum welcome meetings.

Grimsdell School notifies parents in advance when the RSE lessons are due to take place in its' Newsletter, as well as via information provided in the RSE leaflet.

10.2 Belmont

Belmont School notifies parents in advance when the RSE lessons within the WELLBEING programme are due to take place either by letter or in the school bulletin. Annually, parents will have the opportunity to discuss the PSHE curriculum following a presentation from the Head of PSHE. Every term an overview will be sent home to highlight what each year group will be covering.

10.3 Mill Hill School

At Mill Hill School, parents are given an outline of the PSHE programme content during the first term of the academic year. This document gives a timeframe of when specific topics, including RSE, will be taught. Parents have the opportunity to discuss the content with the Head of PSHE during the year if they would like to.

10.4 Mill Hill International

At Mill Hill International, parents are given additional information about the PSHE curriculum in the appropriate curriculum guide which outlines what specific content, including RSE, will be taught and when, and provides examples of resources used. Parents also have the opportunity to discuss the content of the PSHE curriculum at Parents' Evenings when meeting the PSHE teacher.

10.5 Cobham Hall

At Cobham Hall, parents are given an outline of the Wellbeing programme content each academic year. This document gives a timeframe of when specific topics, including RSE, will be taught. Parents have the opportunity to discuss the content with the Wellbeing teacher during the year if they would like to.

This Wellbeing and RSE Policy is available to all parents in the Foundation and is published on the Schools' websites.

The Foundation expects parents to share the responsibility of relationships and sex and health education, and support their children's personal, social and emotional development. Parents are encouraged to create an open forum at home, where pupils can engage, discuss and continue to learn about matters that have been raised through Wellbeing lessons. Parents are also encouraged to seek additional support in this from the respective school where they feel it is needed.

The Foundation is committed to ensuring that the key staff in school and also the parents are aware of the topics covered within lessons and when these will happen, to allow pupils to have healthy conversations regarding these topics (both within school and at home), also ensuring the extended pastoral system is able to refer and support the teaching of all topics.

11 **Parents' Right to withdraw their Child from aspects of the RSE Curriculum**

The Foundation aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. A summary of the contents of the programme is attached as an Annex A to this Policy.

It is, however, a statutory right of parents or carers to withdraw the children in their care from the sex education aspects of RSE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum for Science.

Any parent who has concerns about any part of the Relationships and Sex Education programme and its teaching should raise the matter with their child's school. Parents have the right to withdraw their child from the sex education aspects of the RSE lessons only. Before doing so, parents should talk to the Wellbeing teacher or the Director of Boarding and Pastoral in order to inform any decision about withdrawing their child. Requests for withdrawal should be put in writing to the Head of the appropriate Foundation school, who will then discuss their concerns with them before a decision is made. A copy of withdrawal requests will be kept by Heads of Prep and Senior PSHE, who will regularly review the lists and will liaise regarding transition in Year 7, and a copy will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from RSE.

Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, 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 should make arrangements to provide the child with sex education during one of those terms.

RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Parents do not have the right to withdraw their child from the relationships and health elements of the programme.

12 **Monitoring and Assessment**

Regular evaluation and discussion of the WELLBEING programme, and of its RSE content, is carried out by Heads of Department and Deputy Heads of the Foundation.

While there may be no formal pupil assessment for these subjects (it being considered inappropriate for PSHE or RSE education to be about grades, or about passing or failing) teachers can assess outcomes through regular monitoring of the pupils' understanding using a variety of tools: written assignments, quizzes, responding to a scenario, the use of pupil feedback slips at the end of a lesson, and feedback discussions amongst others. The school can then compare where a pupil is at the end of a lesson or series of lessons against where they were before the lessons/s; the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

Medium term plans are under ongoing review and amended where necessary to better meet the needs of the pupils. These reviews may identify the development of new or additional resources and further staff training.

13 **Guest Speakers**

From time to time, individual schools may invite guest speakers to talk to the pupils on a variety of topics in the PSHE curriculum. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons. Visitors will be advised of this policy and expected to comply with the guidelines outlined within it. Staff who are responsible for the delivery of PSHE must complete the Visiting Speaker form for any external speaker who addresses MHSF pupils. These forms are signed off by the Head of each school.

14 **Review**

The Foundation will informally review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

This Policy shall be formally reviewed every two years, or sooner if changes to legislation and guidance necessitate it

This Review: June 2022

Next Review: June 2024

This Policy has been approved by the Court of Governors on 18th June 2022

Grimsdell PSHE-RSE Overview

	Autumn: Relationships			Spring: Living in the wider world			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical Health and Mental Wellbeing
EYFS	All about Me; My Special People; Being Kind. Sharing. Taking turns	Relationships at school. Who can help me?	What makes me special. Kind and Caring. Rules. Listening.	Starting School. Same and different families. Same and different houses. Rules	Using devices. Finding things out	Independence. Responsibility. Ownership. Interests. People who help us	Listening to feelings. Bouncing back. Yes, I can. Moving on. Sleep routine. Healthy eating.
Year1	Roles of different people. Families. Feeling cared for	Recognising privacy. Staying safe; Seeking permission	How behaviour affects others. Being polite and respectful	What rules are. caring for others' needs. Looking after the environment	Using the internet and digital devices. Communicating online	Strengths and interests. Jobs in the community	Keeping healthy. Food and exercise. Hygiene routines. Sun safety
Year2	Making friends. Feeling lonely and getting help	Managing secrets. Resisting pressure and getting help. Recognising hurtful behaviour	Recognising things in common and differences. Playing and working cooperatively. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important. Medicines. Keeping healthy. Keeping teeth healthy. Managing money and asking for help.

Belmont PSHE-RSE Overview

	Autumn 1	Autumn 2	Spring 1	Spring2	
Year3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional Wellbeing: Expressing and managing everyday feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic Wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical Health and Mental Wellbeing: Healthy lifestyle; exercise and mental Wellbeing; Balanced choices; S

Year4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic Wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Growing up: Growing up periods and
Year5	Mental Wellbeing: Taking care of mental health and emotional Wellbeing; Managing challenges; Seeking support for themselves and others	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects Wellbeing	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Substance Use: Drugs consumption; Risky life; Risky alcohol and laws
Year6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Puberty and reproduction: Menstrual Wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and Wellbeing: Making informed decisions regarding health, including vaccinations and bacteria; Allergies and emergency immunisation
Year7	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	Economic Wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Substance Use: Social norms around alcohol and drugs; and misconceptions; Influence of social media on substance use
Year8	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Mental health and Wellbeing: Attitudes to mental health and emotional Wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	First Aid, keeping safe and healthy: First aid including CPR and defibrillator use. Personal safety, incl travel safety. Share responsibilities; how to show care and concern for others; ways for carrying out shared responsibilities for protecting the environment; how choices affect the environment; lifestyle choices; eating disorders.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	Careers: Life and career choices; Personal strengths and weaknesses for employment; Stereotypes in the workplace; Routes into different professions; Progression and presence in the workplace

KEY:

Health and Wellbeing
 Relationships
 Living in the Wider World

Mill Hill School PSHE- RSE Overview

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer
Fourth Form	Health & Wellbeing Transition to new school – welcome Mental Health & Wellbeing Influences on health, diet & exercise, unhealthy friendships, Peer influences	Health & Wellbeing /Relationships Changing Friendships Diversity & Bullying effects on MH Antibullying week	Relationships Respectful relationships, families, parenting & relationship changes, RSE, consent, contraception, risks of STI's attitudes & Values	Relationships RSE, consent, contraception, risks of STI's attitudes & Values Living in the wider world Online safety, media reliability & gambling risks	Goal setting Study skills online Influences unhealthy influences exploitation
Remove	Mental Health and Wellbeing Strategies, support, mental health and ill health, stigma	Mental Health and Wellbeing Antibullying week and links with MH and Wellbeing. Living in the wider world Careers, teamwork & raising aspirations planning for future pathways	Relationships Relationships & Sex expectations, myths, challenges around us, RSE, consent, contraception, risks of STI's attitudes & Values	Relationships Relationships & Sex expectations, myths, challenges around us, RSE, consent, contraception, risks of STI's attitudes & Values	Health & Wellbeing The importance of gangs, peer responsibilities strategies Financial gambling reliability
Fifth Form	Mental Health and Wellbeing MHFA pupil adapted course Stigma, support & signposting, ill health, ALGEE	Living in the wider world Study skills - revision skills to maximise potential and <i>Preparing for the future.</i>	Relationships Communication Personal values, assertiveness, RSE, relationship challenges, consent Different families & parental responsibilities, Online safety	Health & Wellbeing Responsible health choices in independent contexts (drugs information, decision making) Attitudes & Values	Living in the wider world Study skills Health & Wellbeing Drugs
Presentations		The RAP Project – consent	Self Esteem Team Pride Assemblies	Stand Against Violence	
Lower Sixth	Health & Wellbeing; Mental Health Stigma; support, strategies, pressures. Transition into Sixth Form expectations.	Relationships; Relationships and expectations; discrimination; effects of pornography; consent & personal values; Responsible health choices in independent contexts; Menopause; fertility associated Sexual Health topics	Relationships; STI's; Keeping safe decision making; Health & Wellbeing; Drugs; Relationships and expectations; discrimination; effects of pornography ; consent & personal values; responsible health choices in independent contexts – transition to adulthood	Living in the Wider World; Choices and Pathways (Higher Education); UCAS applications, personal statements, application process, apprenticeships, Bridge U, Overseas Universities, Oxbridge process	Living in the wider world Society Career Online financial
Presentations / Lessons	Mental Health support Boy in the photo – bullying experiences , Eating disorders / mental health awareness signs & strategies	Sexual Health, Rainbows, Consent, sexual health and Wellbeing	HIV/AIDS Sexual health, Equalities Drugs education, Binge drinking	Cancer Awareness IWD Disabilities Awareness	Ian McEwan Personal Swiftly Career

**Upper Sixth Presentations from the following themes	Living in the Wider World Next steps Application processes Future opportunities and career development Maintaining a positive professional identity	Financial choices Managing money Financial contracts Budgeting Saving Debt Influences on financial choices	Relationships Building and maintaining relationships New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes	Health & Wellbeing Independence Responsible health choices Managing change Health and Wellbeing, including sexual health, into adulthood Body image, moving away from home and influences on health	
Key awareness days / weeks / months	Sept – childhood cancer awareness month / world alzheimers month 15 th Sept wrld Afro day 21 st Sept International Day of Peace Oct – ADHD Awareness Month / Black History Month / Breast Cancer Awareness Month/ 10 th Oct World Mental Health Day	3 rd November National Stress Awareness Day 15 th Nov Anti Bullying Week 15 th Nov Odd Socks Day 19 th Nov International Mens Day 1 st Dec World Aids Day	Feb LGBT+ History Month 6 th Feb Eating Disorder week 7 th Feb Children’s mental Health Week 7 th March Fairtrade Fortnight March British Science Week	8 th March IWD 16 th March Disabled access day 20 th March International Happiness Day	2 nd March 16 th March Week Nation

* This is an overview of each year group – topics may be delivered at different times due to changes in the school calendar, the needs of the pupil body or availability of external speakers.

** Upper Sixth Presentation Programme – subject to change following Lower Sixth Programme makeup & possible changes on availability of speakers, needs of the pupils and timeframe of the programme (mocks & academic commitments)

Mill Hill International PSHE-RSE Overview

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Su
Year 9	Health and Wellbeing Self-esteem and self confidence Well-being and resilience Mental and emotional health Strategies for coping with stress	Health and Wellbeing/ Relationships Social media and body image Bullying The importance of sleep Balanced diets First Aid Peer influence on use of tobacco, alcohol and drugs	Relationships Positive and healthy relationships Similarity and differences in culture and relationships Trust in relationships Managing feelings in relationships Coping with change Consent and sharing images	Relationships How to form safe online relationships How to reduce online risks and keeping safe online	Li Ex Sk su Ar Ca Di He Re M th
Year 10 and Pre-GCSE	Health and Wellbeing Characteristics of good mental health; Common mental health disorders The impact of change on mental health Ways to avoid negative thinking and strategies for promoting own emotional Wellbeing	Health and Wellbeing Artificial body shape and the media Lifestyle choices: sleep, diet and exercise Gambling (including online) Seeking help for unhealthy behaviours First aid	Relationships Characteristics of positive and unhealthy relationships Attraction and sexuality Diversity, faith and cultural differences in relationships Harassment and staying safe online	Relationships Beliefs about abortion Manipulation, coercion and persuasion Relationship abuse Exploitation, bullying and harassment	Li St Pe G H Re M th

Year 11	Mental Health and Wellbeing Mental and emotional health characteristics Resilience	Health and Wellbeing/ Relationships Sleep and lifestyle choices NHS advice and support Bullying Health examination and cancer prevention Substance use and misuse First Aid Sexual health services / STI treatment	Relationships Committed relationships Legal rights and equalities Act 2010 Developing sexuality and diversity Intimate relationships Risks of on -line relationships	Health & Wellbeing Consent in sexual relationships The impact of drugs and alcohol on sexual choices Assessing readiness for sexual relationships Sexual harassment Relationship abuse and 'honour' based killings	Li Er Ev Ca Ca Di ar
Presentations/Outside Speakers		The RAP Project – consent	Self Esteem Team Pride Assemblies	Stand Against Violence	
Key awareness days / weeks / months	Induction	Anti Bullying Week	E-safety Week	International women's day Neurodiversity Week	16 Av

*This is an overview of each year group – topics may be delivered at different times due to changes in the school calendar, the needs of the pupil body or availability of external speakers. Parents will be informed of any change to schedule when dealing with sensitive topics.

Cobham Hall Wellbeing-RSE Overview

	Autumn Term		Spring Term	
Year 7	Starting a new school: Routines, friendships, learning Healthy lifestyles: ↖ Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	Economic Wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent
Year 8	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Mental health and Wellbeing: Attitudes to mental health and emotional Wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	First Aid, keeping safe and healthy: First aid including CPR and defibrillator use. Personal safety, incl travel safety. Share responsibilities; how to show care and concern for others; ways for carrying out shared responsibilities for protecting the environment; how choices affect the environment; lifestyle choices; eating disorders.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.
Year 9	Health & Wellbeing – Mental Health & Wellbeing Influences on health, diet & exercise, unhealthy friendships, Peer influences	Health & Wellbeing /Relationships Changing Friendships Diversity & Bullying effects on MH Antibullying week	Relationships Respectful relationships, families, parenting & relationship changes, RSE, consent, contraception, risks of STI's attitudes & Values	Relationships RSE, consent, contraception, risks of STI's attitudes & Values Living in the wider world Online safety,

				media reliability & gambling risks
Year 10	Mental Health and Wellbeing Strategies, support, mental health and ill health, stigma	Mental Health and Wellbeing Antibullying week and links with MH and Wellbeing. <i>Living in the wider world</i> Careers, teamwork & raising aspirations planning for future pathways	Relationships Relationships & Sex expectations, myths, challenges around us, RSE, consent, contraception, risks of STI's attitudes & Values	Relationships Relationships & Sex expectations, myths, challenges around us, RSE, consent, contraception, risks of STI's attitudes & Values
Year 11	Mental Health and Wellbeing MHFA pupil adapted course Stigma, support & signposting, ill health, ALGEE	Living in the wider world Study skills - revision skills to maximise potential and <i>Preparing for the future.</i>	Relationships Communication Personal values, assertiveness, RSE, relationship challenges, consent Different families & parental responsibilities, Online safety	Health & Wellbeing Responsible health choices in independent contexts (drugs information, decision making) Attitudes & Values
Year 12	Relationships Abusive behaviours Managing alcohol & dependency	Facing challenges Work – life balance British values Managing stress	Health awareness Equality & challenging discrimination	Democracy Voting & elections
Year 13	British Values Rule of Law Democracy Respect / Tolerance Liberty	Addiction dependency Alcohol Drugs	Managing stress Good health choices	Democracy and political parties Becoming independent

Appendix 2 - Resources – Guidance for Schools and Parents regarding Relationship and Sex Education, and Protecting Pupils from Sexual Violence and Sexual Harassment

The DfE Sex and Relationship Education Guidance (2020) should be read in conjunction with these other guidance and advice publications:

- [Keeping Children Safe in Education 2022](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) • [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) From Sept 2022, this content sits within KCSIE Sept 2022.
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Furthermore, as part of their approach to protecting children from sexual violence and sexual harassment, they should also refer to:

- [Keeping children safe in education 2022](#) (statutory guidance for schools and colleges)
- [Relationship Education, Relationships and Sex Education and Health Education](#) (statutory guidance for schools)
- [Working Together to Safeguard Children](#) (statutory guidance for schools and colleges)
- [Exclusions from maintained schools, academies and PRUs](#) (statutory guidance for schools)
- [Behaviour and Discipline in Schools](#) (advice for schools)
- [Children Missing Education](#) (advice for schools)
- [Cyberbullying](#) (advice for schools)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Equality Act 2010 and Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Rise Above](#) (advice by Public Health England for schools)
- [Preventing and Tackling Bullying](#) (advice for schools)
- [Promoting children and young people's emotional health and Wellbeing](#) (advice for schools)
- [Teaching about relationships sex and health](#) (guidance for schools)
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Marie Collins Foundation](#): Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [Harmful Sexual Behaviour Support Service | SWGfL](#) – provides expert-led advice and guidance in tackling harmful sexual behaviours to professionals working with children and young people.

The Department for Education has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships sex and health \(Gov.uk\)](#). This includes teacher training modules on the RSHE topics and nonstatutory implementation guidance. Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in Spring 2022.

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Grimsdell

Mill Hill Pre-Preparatory School
Winterstoke House
Wills Grove
Mill Hill
London NW7 1QR

020 8959 6884

millhill.org.uk/grimsdell

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@MillHillPrePrep

