

Personal, Social, Health and Economic Education Policy Prep and Senior School (not including EYFS)

The Mount School York PSHE Policy encompasses Personal, Social, Health, and Economic Education; Relationships Education (Prep School) and Relationships and Sex Education (Senior School). Parents and carers are the primary sources of education in these matters and the school complements what pupils learn at home, and ensures pupils are taught at the appropriate age and stage of their development.

Objectives of PSHE

Further to the aims of the Curriculum detailed in the Curriculum Policy, the PSHE curriculum is designed to:

- reinforce the Mount School Values
- promote respect and a culture of tolerance and diversity
- encourage respect for others, including those with protected characteristics under the Equality Act 2010, while fostering a culture of dignity, inclusion and mutual respect.
- include an economic education
- provide impartial careers advice to enable pupils to make informed choices from a range of career options, so that they can fulfil their potential
- support and actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- foster in our pupils independence of thought, analytical skills, development of creativity, and to encourage pupils to take an active and reflective part in their education and wider life
- foster in our pupils a set of values in which all individuals are treated equally, and in which team work and service to the community are prominent
- provide an extended education through a highly developed wider curriculum
- equip pupils for adulthood by giving them:
 - life skills that will enable them to navigate the demands of a busy lifestyle
 - an understanding of issues that their generation will face in the future.

Prep School PSHE Schemes of Work

PSHE is integral to everything we do in the Prep School. It offers learning opportunities across the curriculum and as well as through discrete lessons, forms an integral part of assemblies, 'circle time' and group projects designed to enrich pupils' experiences.

The schemes of work for Years 1 to Year 6 are detailed and highlight opportunities in which to teach Relationships Education, Health Education and Living in the Wider World. Teaching supports pupils to develop positive relationships, understand personal boundaries, recognise risk, make informed decisions, manage money responsibly, contribute positively to their communities and prepare for their future roles as active citizens.

The schemes of work are flexible to provide teachers with the opportunity to deliver lessons according to particular needs of pupils or in response to issues that arise in school or a particular year group. Teaching is delivered in an age-appropriate manner and supports pupils to recognise healthy and unhealthy relationships, understand personal boundaries and know how and where to seek help if they have concerns. Teaching also supports pupils to develop safe and responsible behaviours online and understand how to seek help if they encounter content or situations that make them feel unsafe or uncomfortable.

Our Global Thinking curriculum also enhances and supports the spiritual, moral, social and cultural development of pupils in Years 1 to 6. It explores the childhood stories of Nobel Peace Laureates and promotes thinking and activities that explore positive identity development and decision making.

The PSHE curriculum is delivered through:

- A whole school approach to delivering PSHE objectives through daily assemblies.
- 'Circle Time' within each year group to support the whole school PSHE objectives.
- Weekly PSHE Lessons
- Weekly Global Thinking Lessons
- Setting positive goals linked to a weekly objective – 'Golden Ticket'.
- Promoting active citizenship by supporting a variety of charities.
- Encouraging children to become involved in one of the many school committees
- Through representation on the Eco-Committee and School and Sport Councils, children demonstrate their awareness and concern for the sustainable development of the world in which we live.
- Opportunities for development outside the classroom through responsibilities, extra-curricular activities, educational visits, residential visits and visiting speakers.

Senior School Schemes of Work

From Years 7 to 11, all pupils receive lessons in PSHE as part of the timetabled curriculum. The schemes of work are detailed separately and are designed to be flexible so as to be able to respond to emerging needs in school and relevant local or national issues, or in a particular year group. Impartial careers guidance is included as part of the overarching schemes of work for every year group. Careers education helps pupils to 'know themselves', and understand how their strengths, weaknesses and interests relate to the world of work, learn about different careers and opportunities, obtain individual guidance, participate in work experience, and gain information in training, education and occupations beyond School. The PSHE curriculum includes economic and financial well-being. The PeaceJam Anti-Bullying Curriculum is also incorporated into the Years 7 – 11 schemes of work.

- Year 7-11 receive one lesson per weekly timetable cycle
- In College, all students undertake our Life and Ethics programme which includes critical thinking and academic skills, university application support, RSE, and current affairs.
- We promote active citizenship by supporting a variety of charities, undertaking service to the community, discuss political elections, pupils also lead the 'Make your Mark' Ballot.
- We encourage pupils to become involved in one of the many School Committees and leadership opportunities. All pupils who have leadership roles take part in leadership training, which includes Quaker leadership training.
- There are opportunities for development outside the classroom in a variety of ways, including pupils having responsibilities and participating in co-curricular activities, educational visits, residential trips and listening to our programme of external speakers.
- Our tutor programme from year 7 – 11 supports SMSC and covers Fundamental British Values, focuses on Quaker and School values, as well as allowing time for personalised mentor support. Our College tutor programme supports our PSHE programme; it has a planned programme of topics, and it also allows for personal mentor meetings.

Relationships and Sex Education

Relationships and Sex Education (RSE) supports young people through their physical, emotional and moral development. As with all other learning, it must be gradual; the topics discussed are matched to the pupils' maturity and stage of development, and are chosen to teach pupils awareness of, and respect for, themselves and others. It is designed to nurture and aid the development of positive self-esteem, help pupils understand the challenges of personal growth, how they can protect themselves and seek support when needed. It enables pupils to be aware of the personal choices they can make

and prepares them to make responsible informed decisions. Policy and schemes of work have been reviewed against the revised DfE guidance effective 1 September 2026.

Aims

- To explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.
- Deliver a developmental programme offering gradual, relevant Relationships and Sex Education, increasing in depth and complexity as pupils mature physically, intellectually, emotionally and socially.
- To create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action.
- To help our pupils towards an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

What is Relationships Education, Relationships and Sex Education (RSE), and Health Education?

In the Prep School Relationships Education focuses on the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Health Education focuses on teaching the characteristics of good physical health and the understanding that mental well-being is a normal part of daily life, in the same way as physical health.

In the Senior School, RSE is about physical, moral and emotional development, the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE has three main elements:

Attitudes and values:

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care

Personal and social skills:

- Personal and social skills developed by discussion about how to manage emotions and relationships confidently and sensitively
- Develop empathy and self-respect
- Make choices without prejudice
- Understand the consequences of choices made
- To manage conflict
- Recognise and avoid exploitation and abuse

Knowledge and understanding:

- Learning about physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

Summary of Content of Relationships Education and Health Education in Prep School.

The PSHE curriculum, including Relationships Education and Health Education, is planned around the following themes, Relationships, Living in the Wider World and Health and Well-being. Through these themes, pupils develop the knowledge, skills and attributes needed to build positive relationships, communicate their needs effectively, establish personal boundaries, act assertively and seek help when required.

By the end of Prep School pupils will have been taught content on:

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe
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Health Education

- General wellbeing (including emotional regulation, resilience, change, loss and bereavement)
- Wellbeing online (including safe use of technology, emerging technologies, online risks and responsible digital behaviour)
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- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety (including Personal Safety, road, rail and water safety) Basic First Aid
- Developing Bodies (including the use of accurate anatomical vocabulary and understanding physical development)

Relationships Education and Health Education are compulsory in primary schools. Sex Education beyond the National Curriculum Science requirements is not compulsory. The Science curriculum in the Prep School includes content on human development, including reproduction, from which there is no right to withdraw. All programmes of study are tailored to the age and physical and emotional maturity of the pupils. If we choose to teach Sex Education (beyond the National Curriculum Science objectives), parents will be informed of the content that will be taught, particularly in the final year of Prep School. In such circumstances, parents have the right to withdraw their child from part or all of the Sex Education programme. At primary level, the School will grant this request.

Relationships and Health Education and part of the Science curriculum, for example, puberty will be delivered by the Prep school teaching staff and School Nurse. Staff will take account of the fact that children of the same age may be developmentally at different stages and this may lead to differing questions or questions pertaining to sex or sexuality which go beyond what is set out in the Prep School curriculum. In these situations staff will apply appropriate teaching methods and will be mindful of the potential for discussion on a one to one basis or in small groups.

Summary of Content of Relationships and Sex Education in the Senior School

Relationships and Sex Education in the Senior School is delivered, at differentiated levels throughout all year groups, as part of the programme of Personal, Social, Health and Economic Education and Science/Biology lessons. The School Nurse plays an important role in the delivery of RSE. The content can be summarised under the following themes:

- Sexual development in adolescence including puberty
- Relationships including friendships, family relationships, dealing with strangers and, intimate relationships; how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- Contraception
- Sexual healthcare and other agencies; factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships
- Parenthood
- Abortion

- Healthy minds, bodies and lifestyles, and keeping safe (including online safety), including emotional well-being, resilience, mental health, how relationships may affect health and well-being.

Inclusion

We understand the importance of ensuring that all young people in our School receive their entitlement to Relationships and Sex Education. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering RSE. In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our pupils, and in acknowledging different views and beliefs we seek to promote tolerance and understanding. In order to ensure the Relationships and Sex Education programme meets the needs of all:

- Teaching will be factual, balanced, age-appropriate and inclusive. It will promote dignity and respect, comply with the Equality Act 2010, and ensure that pupils with different family structures, identities, beliefs, backgrounds and needs can see themselves appropriately reflected.
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

How is the subject monitored and evaluated?

The lessons of all teachers involved in the delivery of RSE are observed and feedback provided by the Head of PSHE; reflective practice is at the heart of what we do. RSE is monitored by careful and responsive curriculum planning, with effective checking mechanisms in place. Learning outcomes and pupil and parent questionnaires will inform the evaluation of the RSE programme.

In the Prep School pupils are encouraged to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. Teachers make informal judgements as they observe pupils during lessons and track their progress in line with year group expectations each term. The end of Year Academic report to parents includes commentary on skills, knowledge and understanding and progress in PSHE and Relationships Education and Health Education.

Communication with Parents

- We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. The school informs, and consults with, parents when aspects of the Relationships and Sex Education programme are taught and provides opportunities for parents to view any materials being used. Parents have the right to withdraw their children from those aspects of Sex Education not included in the National Curriculum Science orders, there is no right to withdraw a pupil from Relationships Education. From three terms before the pupil turns 16, the pupil may choose to receive sex education and this is their right. If a parent wishes their child to be withdrawn from a particular lesson this should be discussed with the Deputy Head of School or Head of Prep School.

Confidentiality

All staff need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Any Safeguarding or welfare concerns will be recorded and reported to the School's Designated Safeguarding Leads, in line with our Safeguarding and Child Protection Policy.

Related Policies

Curriculum Policy

Safeguarding and Child Protection Policy