



PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) Policy for Queen's Gate Junior and Senior School

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Introduction: Statement of Intent

The purpose of the PSHE and RSE programme at Queen's Gate is to provide a carefully planned, age-appropriate and progressive curriculum that equips pupils with the knowledge, understanding, skills and values they need to thrive both now and in later life. Reflecting the distinctive nature of Queen's Gate as a London day school with a diverse international community, each year group follows a bespoke programme designed to meet the developmental needs, experiences and perspectives of its pupils. The curriculum recognises the local, national and global contexts in which our pupils live and learn, preparing them to engage confidently, respectfully and responsibly with the world around them.

Through PSHE and RSE, pupils are supported to develop positive, healthy and respectful relationships; to understand the importance of physical health, mental wellbeing and personal safety; and to make informed, responsible decisions. The programme promotes respect for diversity, equality and inclusion, while encouraging pupils to develop self-awareness, resilience, integrity, empathy, self-discipline and a strong sense of social responsibility. It provides opportunities for pupils to explore complex and sometimes sensitive issues in a safe and supportive environment, to reflect critically on their attitudes and values, and to develop the confidence to seek guidance and support when needed. In doing so, the curriculum aims to prepare pupils for the opportunities, responsibilities and experiences of adult life, both within modern Britain and as members of an interconnected global community.

The first four aims of Queen's Gate's PSHE Policy are:

1. To create a secure and happy environment in which each girl can realise her academic and personal potential.
2. To inspire a love of learning.
3. To extend individual talents and interests.
4. To encourage the development of self-discipline in an atmosphere where freedom of thought and ideas can flourish.

These aims are closely aligned with the requirements of the Education Act 2002, which states that the curriculum should promote pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of later life. They also reflect the objectives of the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, which seeks to enable young people to build healthy relationships, maintain positive physical and mental health, understand diversity and inclusion, exercise good judgement, and participate confidently and responsibly in society.

Queen's Gate is committed to promoting positive mental health and emotional wellbeing as well as signposting pupils to avenues of support if needed. Across all year groups, pupils are encouraged to develop self-awareness, resilience, healthy coping strategies and an understanding of the factors that support good mental and physical health. Through age-appropriate learning about wellbeing, relationships, emotional regulation, stress management and accessing support, pupils are equipped with the knowledge and confidence to recognise when they, or someone else, may need help and to seek support from trusted adults, healthcare professionals and specialist services. Queen's Gate staff receive regular and up to date training on the mental health landscape for children and young people and ensure that teaching is appropriate to the current context. Suicide prevention is not taught as a discrete topic within the PSHE and RSE, however, the curriculum aims to foster a proactive approach to wellbeing, reducing stigma around mental health and ensuring that pupils understand that seeking help is a positive and responsible step when facing difficulties.

Contents

This policy is structured into the following sections:

Section 1	Defining Relationship and Sex Education (RSE) Guiding documentation and sources for this policy Associated policies Structure and delivery of the PSHE Programme Roles and Responsibilities in Relation to PSHE and RSE Assessment in the Senior School for PSHE and RSE Staff Training and CPD The classroom environment Guidance on handling sensitive and controversial issues and answering difficult questions Guidance on confidentiality Religious and Cultural Perspectives	Page 3
Section 2	Programme of Study for Junior and Senior School Monitoring and evaluating the effectiveness of PSHE and RSE	Page 6
Section 3	The right to withdraw Consultation with parents Complaints	Page 10

Section 1

Defining Relationship and Sex Education (included in the PSHE Programme)

Relationships Education provides pupils with the knowledge, skills and values needed to build and maintain healthy, respectful and positive relationships. It explores relationships with family members, friends, peers, trusted adults and, where age-appropriate, intimate and romantic partners. Relationships and Sex Education (RSE) also includes learning about human sexuality, sexual health, consent, personal boundaries, online relationships and how to recognise and respond to unhealthy or unsafe situations. Through RSE, pupils develop the confidence to make informed decisions, seek support when needed, and act with respect, empathy and responsibility towards themselves and other.

For pupils in the Junior School, Relationships Education and Health Education provide the foundations for healthy relationships, personal safety, emotional wellbeing and respect for others. In the Senior School, the curriculum develops progressively to address the opportunities and challenges of adolescence and emerging adulthood, equipping pupils with the knowledge and skills needed to manage relationships, health and wellbeing in an increasingly complex and interconnected world. Each stage of the programme is age-appropriate, inclusive and responsive to the needs of our pupils.

We aim to ensure that the RSE curriculum is relevant and accessible to all pupils, reflecting the diversity of modern society and our international school community. Teaching promotes dignity, respect, equality and inclusion, recognising that pupils may come from a wide range of family backgrounds, cultures, faiths and lived experiences.

RSE is delivered primarily through the PSHE programme and is complemented through curriculum subjects, assemblies, form time, pastoral provision and other aspects of school life.

Pupils will be encouraged to develop healthy attitudes, values and behaviours by:

- Developing self-awareness, self-respect and confidence, and learning to make informed and responsible decisions.
- Understanding the importance of kindness, empathy, mutual respect and consideration for the views, feelings and rights of others in all relationships.

- Exploring moral, social and ethical issues, developing critical thinking skills and learning how to assess risk and seek reliable advice and support.
- Recognising the characteristics of healthy, respectful and supportive relationships, including friendships, family relationships and intimate relationships.
- Understanding that families and caring relationships may take many forms, and that loving, stable and supportive relationships contribute positively to children's wellbeing and development.
- Learning about personal safety, consent, boundaries, privacy and respectful behaviour, both offline and online.
- Appreciating and respecting diversity, and understanding the importance of equality, inclusion and treating others with dignity and respect

Guiding documentation and sources for this policy

DfE Guidance on SMSC 2013

Promoting fundamental British values as part of SMSC in schools 2014

DfE Guidance on Mental Health & Behaviour in Schools 2018

DFE Relationships and Sex Education and Health Education 2025

DFE Prevent Duty Guidance 2023

PSHE Association

Keeping Children Safe in Education 2026

DFE Behaviour in Schools 2024

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance updated 2024)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) updated 2017

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Structure and Delivery of the PSHE programme

In the Senior School PSHE and RSE are delivered primarily through weekly lessons on the timetable for pupils in Years 7-11. Pupils are taught in 35-minute lessons each week. Teaching of some topics is supplemented in Form Times and through the assembly programme. The Sixth Form receive a series of six 70-minute workshops and sessions during the PSHE/ RSE rotation of the Enrichment course. All Sixth Form pupils also attend six weeks of sessions on finance and economics.

In the Junior School, in the Younger Years and Key Stage 2, PSHE and RSE are taught by the Form Teacher or Mrs Bennett, supported occasionally by outside experts. PSHE is taught in discrete weekly, 35-minute, lessons. The PSHE programme throughout the Junior School is based on the PSHE Association's thematic model using the core themes of Health and Wellbeing, Relationships and Living in the Wider World. This also links to the Senior School to ensure there is continuity as pupils progress up the School.

Themes and topics in the programme are also delivered in a variety of other ways throughout the school. These include whole-school assemblies, year-group assemblies, lunchtime events, themed week and form-time activities. Visiting speakers and outside organisations are used, when appropriate, to deliver content and run workshops on specific topics. This helps to vary the programme for pupils so they get messages from a variety of sources and taps into the expertise of individuals and institutions who do focused work and offer high level of specialised knowledge and experience. Lessons in the PSHE programme use a variety of teaching methods. Sometimes there is a lot of information to share with pupils, much of which they may not have encountered before. As much as possible, lessons are designed to allow pupils to reflect independently and with each other, to explore their views and how they can use their understanding to best effect. Pupils may be given

hand-outs to keep, of information we think pupils would like to refer back to or resources they may wish to access.

In the Senior School, all PSHE lessons and sessions are based on core themes that spiral through the Year groups, with topics being revisited in different formats and from different angles in an age-appropriate way. In this way scope can be broadened and challenge increased.

- Health/Mental Health and Wellbeing
- Relationships / Relationship and Sex Education
- Staying Safe / Personal Safety
- Online Safety/Digital Life
- Diversity, Equality and Inclusion
- Careers/Economic Wellbeing / Financial Education
- Citizenship / Rights and Responsibilities

Similarly, all PSHE lessons and sessions in the Junior School are based on the above three core themes. These may be revisited throughout the year groups in order to embed understanding and to further develop some themes. In Years 4, 5 and 6, specific themes pertaining to RSE are taught by Form Teachers and Mrs Bennett and some external facilitators may also lead sessions.

PSHE is an integral part of every aspect of Junior School life – in all subjects, in the classroom, in the park, as we have lunch, move around the school and during PE lessons. PSHE is also inherent to the many extra-curricular activities Junior School children take part in, such as School Council, debating, assemblies and special occasions such as Harvest or Remembrance. The hierarchy of pupil responsibility and the House system embeds PSHE.

Roles and Responsibilities in Relation to PSHE and RSE

In the Junior School at Queen's Gate the PSHE and RSE Programme of Study is planned and monitored by the Deputy Head of the Junior School. In the Senior School at Queen's Gate the PSHE and RSE Programme of Study is planned and monitored by the Director of Pastoral Care .

In the Junior School lessons are taught by Form Teachers and Mrs Bennett. In the Senior School, timetabled lessons are taught by staff from a range of academic disciplines.

Assemblies, Form Times and other school activities related to PSHE or RSE may be delivered by teaching staff with a special interest in a subject or by external providers.

The Head of Learning Support is responsible for monitoring lessons and conducting observations, with the Director of Pastoral Care, to ensure that lessons, sessions and workshops are accessible and helpful to pupils with SEND needs.

Assessment in Senior School for PSHE and RSE

Pupils in Years 7-10 are assessed annually to monitor understanding and engagement. Assessments focus on giving feedback in three key skills areas of explanation, evaluation and listening and responding.

Staff Training and CPD

Staff delivering PSHE and RSE receive appropriate training and support to ensure that teaching is accurate, inclusive, up to date, relevant, age-appropriate and consistent with statutory guidance.

The Learning Environment and PSHE

PSHE, Relationships and Sex Education provide opportunities for pupils to explore a range of important, and at times sensitive, topics relating to relationships, health, wellbeing, safety and life in modern society. Some discussions may touch upon pupils' own experiences, beliefs or circumstances. It is therefore essential that teaching takes place within a safe, inclusive and supportive learning environment in which all pupils feel respected, valued and able to participate. Pupils should feel confident that their views will be listened to respectfully and that discussion can take place without fear of ridicule, discrimination or negative judgement. A key aim of PSHE is to enable pupils to develop the confidence to ask questions, think critically, consider different perspectives and seek support when needed.

Teachers at Queen's Gate establish clear expectations and ground rules for discussion, helping to create a culture of trust, respect and inclusion. Teaching is delivered in an objective, factual and age-appropriate manner, allowing pupils to explore topics openly while recognising that there may be a range of views and experiences within the school community. Pupils are expected to listen respectfully to others, challenge ideas rather than individuals, and contribute in ways that uphold the dignity and wellbeing of all members of the community. No pupil should feel under pressure to disclose personal information, experiences or beliefs, and staff will make clear that participation in discussion does not require personal disclosure. Where questions arise, teachers will respond in a manner that is appropriate to the age and developmental stage of the pupils, taking account of safeguarding responsibilities and the school's values.

Pupils are reminded that, whilst respectful classroom discussions should remain within the learning environment, staff cannot guarantee confidentiality where a safeguarding concern arises. If information is disclosed that indicates a pupil is at risk of harm, or that the welfare of a child may be affected, staff will follow the school's safeguarding procedures and report concerns appropriately. This reflects the school's commitment to safeguarding and promoting the welfare of all pupils.

At Queen's Gate, we recognise that pupils may have differing needs, experiences and levels of prior knowledge. Some pupils, including those with SEND, may be more vulnerable to bullying, exploitation, online harms, unhealthy relationships or other safeguarding concerns. Equally, Relationships Education, RSE and Health Education may be particularly valuable in supporting pupils' understanding of relationships, personal boundaries, consent, communication, safety and wellbeing. Teachers take these factors into account when planning and delivering lessons, adapting teaching where appropriate so that the curriculum is accessible, inclusive and meaningful for all pupils while maintaining high expectations for participation and learning.

Through this approach, Queen's Gate seeks to ensure that every pupil can engage with PSHE and RSE in a learning environment that promotes respect, inclusion, critical thinking, personal wellbeing and the confidence to navigate relationships and life safely and responsibly.

Guidance on handling sensitive and controversial issues

The teaching of political and controversial issues is governed by the Education Act 1996. In accordance with sections 406 and 407, the School will not promote partisan political views and will take reasonable steps to ensure that, where political or controversial issues are discussed, pupils are presented with a balanced and age-appropriate consideration of relevant viewpoints. If concerns arise regarding the School's compliance with these requirements, parents and pupils may raise them through the School's complaints procedure.

As part of a broad and balanced PSHE and RSE curriculum, pupils will encounter topics that may be sensitive, complex or contentious. The School believes that pupils should be supported to engage with such issues in a safe and respectful environment, enabling them to develop the knowledge, critical thinking skills and confidence needed to participate responsibly in modern society. Through discussion, pupils learn to evaluate evidence, distinguish between fact and opinion, recognise bias and misinformation, consider different perspectives, and communicate their views respectfully. In line with statutory guidance, teaching will be factual, objective and age-appropriate, while recognising that there may be a range of sincerely held views on some matters. Pupils will be encouraged to think critically and reach informed conclusions based on accurate information.

Whilst a balanced presentation of relevant viewpoints will be provided where appropriate, the School will make clear the legal and safeguarding principles that underpin its teaching. This includes promoting equality, dignity, respect and inclusion; challenging prejudice, discrimination, bullying and harassment; and supporting pupils to understand their rights, responsibilities and the importance of healthy, respectful relationships. The School will also uphold its safeguarding duties and will not present unlawful behaviour, violence, abuse, coercion, exploitation or discrimination as equally valid alternatives to the values of respect, safety and dignity for all.

Queen's Gate's values underpin all aspects of PSHE and RSE. Topics are explored within a framework of respect, kindness, integrity, inclusion and personal responsibility, reflecting both the ethos of the School and its commitment to preparing pupils for life in modern Britain and an interconnected global society.

Guidance on confidentiality

Pupils may occasionally make personal disclosures during PSHE and RSE lessons, either in class discussions or in conversations with individual members of staff. Such disclosures may relate to a pupil's own experiences, the experiences of a friend or family member, or concerns about their safety, wellbeing or welfare. Staff should make it clear that, whilst pupils will be treated with sensitivity and respect, they cannot guarantee confidentiality where safeguarding concerns arise.

Any disclosure that indicates a pupil may be at risk of harm, or that raises concerns about the welfare of a child, will be managed in accordance with the school's Safeguarding and Child Protection Policy and procedures. Staff will respond calmly and appropriately, avoiding further questioning beyond what is necessary, and will share information with the Designated Safeguarding Lead where required.

Where a disclosure is made in the presence of other pupils, teachers should take appropriate steps to support the pupil concerned and to maintain a respectful learning environment. This may include reminding pupils of the importance of privacy, respect and kindness, and making clear that personal information shared by others should not become the subject of discussion, speculation, gossip or social media activity. The school will seek to protect pupils from unwanted attention and ensure that any follow-up support is provided sensitively and in line with safeguarding, wellbeing and data protection responsibilities.

Answering Difficult Questions

Pupils at Queen's Gate are encouraged to ask questions as part of their learning in all subjects which includes **PSHE and RSE**. Teachers of PSHE and those leading workshops and assemblies or other sessions will create an environment in which questions can be raised safely and respectfully, recognising that some topics may be

sensitive, complex or personal. Questions will be answered in a manner that is age-appropriate, developmentally appropriate, factual and aligned with the curriculum objectives for the relevant year group. Where a question falls outside the planned curriculum, is not appropriate for the age of the pupils, or raises safeguarding concerns, teachers may choose not to answer it directly in the classroom. In such circumstances, the teacher may address the underlying issue in a more suitable way, at a later time, or through pastoral and safeguarding processes where appropriate. No pupil should be made to feel embarrassed or uncomfortable for asking a question in good faith. The use of anonymous question boxes or similar methods may be employed to support pupils in asking questions confidently and to enable teachers to respond thoughtfully and accurately.

When responding to questions, teachers will take account of the age, maturity and individual needs of pupils, including those with SEND. Some pupils may require information to be presented in different ways, revisited more frequently, or explained more explicitly in order to support understanding. Teaching approaches will be adapted, where appropriate, to ensure that all pupils can access the **PSHE and RSE** curriculum and develop the knowledge, skills and understanding needed to keep themselves safe, build healthy relationships, and support their physical and mental wellbeing.

Religious and Cultural Perspectives

As a London day school with a diverse international community, Queen's Gate recognises that pupils may encounter a wide range of cultural, religious and personal perspectives on relationships, family life, health and wellbeing. The **PSHE and RSE** curriculum provides opportunities to explore and understand these perspectives in a respectful, inclusive and age-appropriate manner. In keeping with the aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education, teaching promotes respect, dignity and understanding, while encouraging pupils to engage thoughtfully with views that may differ from their own.

Where religious, cultural or ethical perspectives are discussed within **PSHE and RSE**, teaching will be factual, objective and balanced. Pupils will be supported to distinguish between facts, the law, evidence-based information, personal opinions, and religious or cultural beliefs. Discussions will encourage critical thinking and respectful dialogue while ensuring that pupils receive clear and accurate information about their rights, responsibilities, health, safety and wellbeing. Teaching will reflect the School's commitment to equality, inclusion and mutual respect, whilst recognising and valuing the diversity of backgrounds and experiences within the Queen's Gate community.

Section 2

Themes:

Junior School Themes

- Relationships
- Living in the wider world
- Health & wellbeing

Senior School themes

- Health/Mental Health and Wellbeing
- Relationships / Relationship and Sex Education
- Staying Safe / Personal Safety

- Online Safety/Digital Life
- Diversity, Equality and Inclusion
- Careers/Economic Wellbeing / Financial Education
- Citizenship / Rights and Responsibilities

Junior School PSHE/RSE Programme of Study

	Autumn Term Relationships			Spring Term Living in the Wider World			Summer Term Health and Wellbeing		
	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	Growing and changing	Keeping safe
Year 1	Roles of different people. Families Feeling cared for	Recognising privacy. Staying safe Seeking permission	How behaviour affects us 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	Recognising what makes them unique and special. Feelings Managing when things go wrong	How rules and age restrictions help us. Keeping safe online
Year 2	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 a community	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money.	Why sleep is important . Medicine and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help	Growing older. Naming body parts. Moving class or year	Safety in different environments. Risk and safety at home. Emergencies
Year 3	What makes a family. Features of family life	Personal boundaries. Safely responding to others.	Recognising respectful behaviour.	The value of rules and laws. Rights, freedoms and	How the internet is used. Assessing information online	Different jobs and skills. Job stereotypes.	Health choices and habits. Personal Boundaries (recap)	Personal strengths and achievements. Managing and re-	Risks and hazards. In the local environment.

		The impact of hurtful behaviour	The importance of self respect. Courtesy and being polite	responsibilities		Setting personal goals	and Private Parts What affects feelings. Expressing feelings	framing setbacks	Unfamiliar places
Year 4	Positive friendships including online	Responding to hurtful behaviour . Managing confidentiality. Recognising risks online	Respecting differences and similarities. Discussing differences sensitively	What makes a community. Shared responsibilities	How data is shared and used	Making decisions about money. Using and keeping money safe	maintaining a balanced lifestyle. Oral hygiene and dental care.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. Support with puberty	Medicines and household products. Drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination	Protecting the environment. Compassion towards others	Learning to communicate with others positively and clearly especially online	Identifying job interests and aspirations. What influences career choices . Workplace stereotypes	Healthy sleep habits. Sun safety. Medicine, vaccinations, immunisations and allergies	Personal identity. Recognising individuality and different qualities. Mental wellbeing	Keeping safe in different situations. Responding in emergencies. First aid. Importance of Personal Hygiene and Puberty
Year 6	What affects mental health and ways to take care of it. managing change, loss and bereavement. Managing time online	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media	Expressing opinions and respecting others points of view, including topical issues	Valuing Diversity and challenging discrimination and Stereotypes	Influences and attitudes to money. Money and financial risks	Evaluating Media Sources Sharing things online	Human reproduction and birth. Increasing independence. Managing transition	Attraction to others. Romantic relationships. Civil partnerships. Marriage	Recognising and managing pressure. Consent in different situations



Senior School PSHE/RSE Programme of Study

Year 7

Health & Wellbeing: Dental health, skin health, allergies, nutrition, sleep, hygiene, puberty, first aid.

Relationships/RSE: Friendships, communication, consent, conflict management, periods.

Staying Safe: Personal safety, peer pressure, emergencies.

Online Safety: Social media, privacy, AI, cybercrime, online safety.

Diversity & Inclusion: Diversity, equality, bullying, stereotypes, inclusion.

Mental Health: Emotions, resilience, coping strategies, seeking help.

Economic Wellbeing: Fair Trade, consumer rights, budgeting, saving.

Careers: Aspirations, careers and stereotypes, future goals.

Citizenship: Democracy, rights, responsibilities, local community.

Year 8

Health & Wellbeing: Vaccinations, HPV, medicines, allergies, health misinformation.

Relationships/RSE: Communication, sexting, unhealthy relationships.

Staying Safe: Gangs, knife crime, fraud, child abuse, financial safety.

Online Safety: Deepfakes, scams, digital deception.

Diversity & Inclusion: Racism, ageism, disabilities, equality, stereotypes, protected characteristics, gender reassignment, and respectful discussion of differing viewpoints.

Mental Health: Resilience, wellbeing, digital dependency.

Economic Wellbeing: Spending, money management, scams.

Careers: Talents, career pathways, aspirations.

Citizenship: Rights, police, democracy, local government.

Year 9

Health & Wellbeing: Mindfulness, anxiety, depression, eating disorders.

Relationships/RSE: Sexuality, consent, healthy relationships, LGBTQ+ rights.

Staying Safe: Drugs, vaping, firework safety, party safety.

Online Safety: Deepfakes, misinformation, online communities.

Diversity & Inclusion: Women's rights, equality, discrimination.

Mental Health: Mental illness, wellbeing, support.

Economic Wellbeing: Earnings and financial decision-making.

Careers: GCSE choices, transferable skills, careers research.

Citizenship: Parliament, elections, government, global citizenship.

Year 10

Health & Wellbeing: Fertility, grief, wellbeing, healthcare knowledge.

Relationships/RSE: Marriage, family rights, consent, the impact of pornography, STIs.

Staying Safe: Violence against women, county lines, exploitation, CPR.

Online Safety: Fake news, influencers, gambling, online fraud.

Diversity & Inclusion: Family diversity, equality, relationship rights.

Mental Health: Stress, resilience, coping strategies.

Economic Wellbeing: Consumer rights, homelessness, financial choices.

Careers: CVs, interviews, transferable skills, work experience.

Citizenship: Law, justice, rights, equality law.

Year 11

Health & Wellbeing: Healthcare services, HIV, fertility, breast health.

Relationships/RSE: Consent and the impact of pornography, sexual wellbeing, sexual health services.

Staying Safe: Radicalisation, travel safety, drugs and alcohol safety.

Online Safety: Online subcultures, misogyny, manosphere, incel culture.

Diversity & Inclusion: Gender roles, inclusion, misogyny.

Mental Health: Exam wellbeing, coping with transitions.

Economic Wellbeing: Travel budgeting and money safety.

Careers: No major standalone careers unit identified.

Citizenship: UN, WHO, NATO, global politics, democracy.

Sixth Form

Health & Wellbeing: Women's health, fertility, first aid, parenthood.

Relationships/RSE: Healthy relationships, consent, contraception, coercive control.

Staying Safe: Honour-based violence, cults, body safety.

Online Safety: Online consent and digital exploitation.

Diversity & Inclusion: Cultural harms, discrimination, faith and relationships.

Mental Health: Wellbeing and support.

Economic Wellbeing: Financial implications of life choices.

Careers: Linked to adult life planning and decision making.

Citizenship: Rights, consent law, legal protections and equality

Assessment, Monitoring and Evaluation of PSHE and RSE

At Queen's Gate, assessment in PSHE and RSE focuses on pupils' developing knowledge, understanding, skills, confidence and ability to apply their learning to real-life situations. In line with the aims of the curriculum, assessment is formative and developmental rather than examination based. Neither the Junior School nor the Senior School conducts end-of-year examinations or formal testing in PSHE and RSE. In the Senior School, pupils' progress is monitored through the annual Speaking and Learning Assessment, alongside a range of other assessment activities designed to evaluate pupils' understanding, engagement and personal development.

Pupils' learning in PSHE and RSE is assessed through:

- Pupil questionnaires and surveys
- Structured pupil discussions and questioning
- Knowledge checks and quizzes
- Oral assessments, with a particular focus on speaking, listening and communication skills
- Reflection activities and pupil self-evaluation
- Feedback provided during lessons and pastoral activities

The School also regularly reviews the impact, effectiveness and relevance of the PSHE and RSE programme to ensure that it continues to meet the needs of pupils and reflects their experiences as members of a London day

school with a diverse international community. Pupil voice informs curriculum design and review and pupils are regularly asked for feedback on PSHE and RSE sessions, lessons and external speakers.

The impact of PSHE and RSE is monitored through consideration of:

- Pupils' behaviour, attitudes and engagement with school life
- Bullying, discrimination and behaviour records
- Safeguarding, wellbeing and pastoral data
- Feedback from pupils, tutors and teaching staff
- Discussions with the School Council and other pupil voice forums
- Participation in co-curricular, leadership, service and community-based activities
- Discussions with relevant members of staff, including Heads of Year, Designated Safeguarding Leads, School Counsellors and members of the pastoral team
- Parental consultation
- evaluation of pupils' understanding of reporting concerns, accessing support and seeking help for themselves or others.

This approach enables the School to evaluate not only what pupils know and understand, but also the extent to which the PSHE and RSE curriculum supports pupils' wellbeing, helps them to build healthy and respectful relationships, promotes inclusion and prepares them for the opportunities, responsibilities and experiences of later life.

Section 3

The Parental Right to Withdraw/to request a pupil is excused from Sex Education

Queen's Gate is committed to delivering a PSHE and RSE curriculum that is age-appropriate, evidence-informed, inclusive and sensitive to the diverse cultural, religious and family backgrounds represented within our school community. In accordance with statutory guidance, all pupils will receive Relationships Education, Relationships and Sex Education (RSE), and Health Education that supports their wellbeing, personal development, safety and preparation for adult life.

Parents do not have the right to withdraw their child from Relationships Education in the Junior School, or from those aspects of Health Education and the National Curriculum that are statutory for all pupils. Parents do, however, have the right to request that their child be withdrawn from some or all of the non-statutory sex education elements taught as part of RSE in the Senior School, other than content which forms part of the statutory National Curriculum for Science.

If a parent wishes to request withdrawal from sex education, they should contact the relevant Head of Year in the first instance. This discussion will provide an opportunity for the School to explain the purpose and content of the programme, consider any concerns, and outline the benefits of receiving this aspect of education alongside peers. Following this discussion, parents should submit a written request to the Principal. The Principal, or a member of the Senior Leadership Team acting on their behalf, will consider the request and discuss it with the parent before reaching a decision, in accordance with statutory guidance. The Principal may refuse a request in exceptional circumstances, including where safeguarding considerations or a pupil's vulnerability make participation in the curriculum necessary, in accordance with statutory guidance

The School will respect a parent's request to withdraw their child from non-statutory sex education up to three terms before the pupil reaches the age of 16. After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the School will make arrangements for the pupil to participate in the programme

during one of those three terms before their sixteenth birthday. This reflects the requirements of the statutory guidance.

Parents should be aware that topics relating to human development, reproduction, health and relationships may arise within subjects such as Science and other areas of the wider curriculum. Where such content forms part of the statutory National Curriculum or statutory Health Education, it is not subject to the parental right of withdrawal. For more information about what parents can withdraw pupils from see appendix 1.

The School will maintain appropriate records of withdrawal requests and decisions. Pupils who are withdrawn from sex education lessons will be provided with suitable, purposeful and supervised alternative educational activities during the period of withdrawal. The School will continue to work in partnership with parents to support pupils' wellbeing, safety and personal development.

Consultation with parents

Queen's Gate recognises the importance of working in partnership with parents in the delivery of PSHE and RSE. In accordance with statutory guidance, the School will consult parents when reviewing or making significant changes to its PSHE and RSE policy and will take their views into account when developing and evaluating the programme. Parents will be informed about the aims and content of the curriculum and will be provided with appropriate opportunities to understand what their children will be taught and why.

Information about the PSHE and RSE curriculum will be made available to parents through the School's usual communication channels. Parents may request further information about the curriculum, including the topics covered in different year groups, and may arrange to discuss the programme with relevant members of staff. The School values constructive dialogue with parents and seeks to ensure that PSHE and RSE are delivered in a way that supports pupils' wellbeing, safety and preparation for life in modern society while respecting the diverse backgrounds of the school community. Lesson materials, resources and teaching materials can be viewed on request. Please do email your daughter's head of year or the Director of Pastoral Care if you wish to see or discuss teaching materials for any topics.

External Speakers and Specialist Organisations

Queen's Gate enhances its PSHE and RSE curriculum through the involvement of carefully selected external speakers and specialist organisations. These visitors provide current, expert perspectives on health, wellbeing, relationships, safeguarding, personal development and preparation for adult life. Teachers remain responsible for the learning, content and welfare of pupils during externally delivered sessions and the School remains responsible for the content and quality of all learning delivered by external providers. All visitors are appropriately vetted, supervised and quality assured to ensure that content is age-appropriate, accurate and consistent with statutory guidance and safeguarding requirements. All external contributors are subject to the School's safeguarding and visitor and visiting speaker policies.

Iain Mahoney

Iain Mahoney is an educator and speaker who specialises in drugs awareness, risk-taking behaviour, mental health and decision-making. Through interactive workshops, pupils are encouraged to develop a greater understanding of the impact of substance use, recognise risk factors, and make informed choices that support their wellbeing and personal safety.

Action Breaks Silence

Action Breaks Silence is a specialist organisation that works with young people to prevent violence against women and girls and promote healthy, respectful relationships. Through workshops and practical self-defence training, pupils learn about consent, personal boundaries, bystander intervention, gender-based violence, healthy relationships and personal safety.

Elevate Education

Elevate Education is an internationally recognised organisation specialising in study skills, revision techniques, motivation, resilience and academic performance. Its workshops support pupils in developing effective learning habits, independent study skills and strategies for managing academic pressure.

Catherine Keenan

Dr Catherine Keenan is a Queen's Gate alumna and consultant clinical psychologist specialising in adolescent mental health, resilience and emotional wellbeing. Her sessions help pupils understand topics such as stress management, emotional regulation, resilience, wellbeing and the challenges associated with adolescence and academic life.

IT Happens

IT Happens is an educational organisation that delivers Relationships and Sex Education programmes to schools. Workshops are designed to provide age-appropriate, evidence-informed information about relationships, consent, sexual health, personal safety and decision-making, supporting the aims of the school's PSHE and RSE curriculum.

Isa Robinson

Isa Robinson is a registered nutritionist and wellbeing educator specialising in adolescent nutrition, healthy eating habits and the relationship between nutrition, physical health and mental wellbeing. Through evidence-based workshops, she supports young people in developing a positive and balanced approach to food, helping them understand the role of nutrition in supporting growth, concentration, energy levels, emotional wellbeing and overall health. Her sessions encourage pupils to make informed choices, critically evaluate nutrition information encountered online and on social media, and develop lifelong habits that promote wellbeing.

Matthew Ilott

Matthew Ilott is a health and safety educator who delivers practical workshops on first aid, emergency response and allergy awareness. His sessions equip pupils with essential life-saving skills and increase their confidence in responding appropriately in medical emergencies.

David Webb

David Webb is a motivational speaker whose personal experience of major health challenges, including a heart transplant, provides pupils with insight into resilience, perseverance, wellbeing and overcoming adversity. His presentations encourage pupils to reflect on gratitude, personal responsibility and maintaining a positive outlook.

Everyone's Invited

Everyone's Invited is a UK-based organisation that seeks to address and raise awareness of sexual harassment, sexual violence and harmful attitudes within education settings. Through educational resources and workshops, the organisation supports schools in promoting respectful behaviour, consent, healthy relationships, gender equality and a culture of safety and inclusion. Sessions encourage pupils to reflect on attitudes and behaviours, recognise harmful conduct, understand reporting mechanisms and contribute positively to creating respectful school communities.

McLellan Practice

Representatives from the McLellan Practice provide specialist health education sessions on a range of physical and mental health topics. Areas may include sexual health, HIV awareness, healthy relationships, wellbeing and accessing appropriate medical support.

Amy Winehouse Foundation

The Amy Winehouse Foundation is a national charity dedicated to supporting young people's health and wellbeing through education and prevention programmes. Workshops focus on substance misuse awareness, risk-taking behaviours, emotional wellbeing, resilience and making safe, informed decisions.

Deana Puccio

Deana Puccio is an experienced PSHE and RSE educator, speaker and consultant who works with schools across the UK and internationally. Drawing on her previous career as a Senior Assistant District Attorney in the New York City Sex Crimes Special Victims Bureau, she brings extensive expertise in the areas of consent, healthy relationships, sexual offences, online safety, social media, safeguarding and youth wellbeing.

Simone Torry

Simone Torry is the Prevent Education Officer for the London Boroughs of Kensington and Chelsea (RBKC) and Hammersmith & Fulham. In this role, she supports schools, colleges, and childcare providers in meeting their statutory Prevent Duty responsibilities, helping safeguard children and young people from the risks of radicalisation and extremism. Simone delivers staff training, student workshops, parent awareness sessions, and curriculum support on topics such as online safety, critical thinking, fundamental British values, and the prevention of extremism. She also provides advice on safeguarding concerns, Prevent referrals, and strategies to strengthen resilience and inclusion within educational communities.

S.A.M.E Academy

S.A.M.E. stands for **S**afety, **A**wareness, **M**otoring and **E**ducation. The organisation delivers road safety programmes, workshops, presentations and driver training to schools, colleges, youth organisations and businesses, both in the UK and internationally. Their work focuses on helping young people and drivers make safer decisions on and around the road. They provide: road safety education for primary and secondary school pupils, transition programmes for pupils moving from primary to secondary school and workshops for Key Stage 3 and Key Stage 4 pupils.

Curriculum Areas Supported by External Speakers

- External speakers and organisations contribute to learning in areas including:
- Healthy and respectful relationships
- Consent and personal boundaries
- Violence against women and girls
- Personal safety and self-defence
- Mental health and emotional wellbeing
- Substance misuse education
- First aid and emergency response
- Sexual health and HIV awareness
- Resilience and coping strategies
- Study skills and academic wellbeing
- Safeguarding and risk management
- E-safety, Prevent and understanding radicalisation.

Preparation for adult life

These contributions form part of Queen's Gate's wider PSHE and RSE programme and support pupils in developing the knowledge, skills, values and confidence needed to lead healthy, safe and fulfilling lives.

Complaints

We hope that you will not feel the need to complain about the operation of our PSHE and RSE Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedure Policy is on our website. We will send you copies on request.

Associated policies:

Anti-Bullying Policy
ICT Acceptable Use Policy – Pupils
Medical Care Policy
Safeguarding and Child Protection Policy
SEND and EAL Policy
SMSC and FBV Policy

Appendix 1

Content not subject to withdrawal

- **Relationships Education**
- **Health Education**
- **Puberty**
- **Menstruation**
- **Consent**
- **Healthy relationships**
- **Marriage and civil partnerships**
- **Sexual harassment**
- **Online safety**
- **LGBTQ+ inclusion**
- **Reproduction taught through Science**

Content that may be considered sex education and may be subject to withdrawal

- **Contraception**
- **Sexual intercourse and intimate sexual behaviour taught outside Science**