



LOUGHBOROUGH

Grammar School

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Policy Statement

PSHE and RSE at Loughborough Grammar School is driven by the belief that boys' spiritual, moral, social, cultural development and health is as important as their academic performance as all contribute to boys becoming "World Ready".

'LGS Learners' are independent, responsible problem solvers and meta thinkers and therefore they need a contemporary and relevant PSHE curriculum that informs, engages and promotes wellbeing, active citizenship and moral, ethical and legal decision making.

Our Personal, Social and Health Education (PSHE) curriculum brings together citizenship, personal well-being, relationship and sex education (RSE) and our Social, Moral, Spiritual and Cultural (SMSC) provision whilst promoting fundamental British values .

From September 2020, Relationship and Sex Education (RSE) became statutory aspects of the curriculum, along with Health Education. Through the LGS curriculum, boys will explore ideas and notions of relationships, feelings and appropriate behaviours; self-confidence and self-awareness; empathy and justice and sexual education in line with the Sept 2020 new RSE Curriculum.

Related Policies and Documentation

This policy should be read alongside, but not limited to the following school's policies and documentation:

- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Child Protection and Safeguarding Policy
- Collective Worship Policy
- Online-Safety Policy
- Smoking, Drugs and Alcohol Policy
- Student Acceptable Use Policy
- Student Voice and Leadership Policy
- The LGS Careers policy
- LGS' Co-curricular Programme
- [The LGS Learner](#)
- [GREAT Men](#)

Related Government Legislation and Guidance

This policy should be read alongside, but not limited to, the following government guidance:

- Equality Act 2010
- Gender Questioning Children (Non-statutory guidance 2023)
- Keeping Children Safe in Education
- Prevent Guidance

- Promoting fundamental British Values as part of SMSC in schools
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory Guidance 2021)
- Review of the Relationships Education, Relationships and Sex Education and Health Education statutory guidance (Government Consultation 2024)
- Mobile Phone Guidance February 2024
- Teaching online safety in schools (Non– statutory guidance)

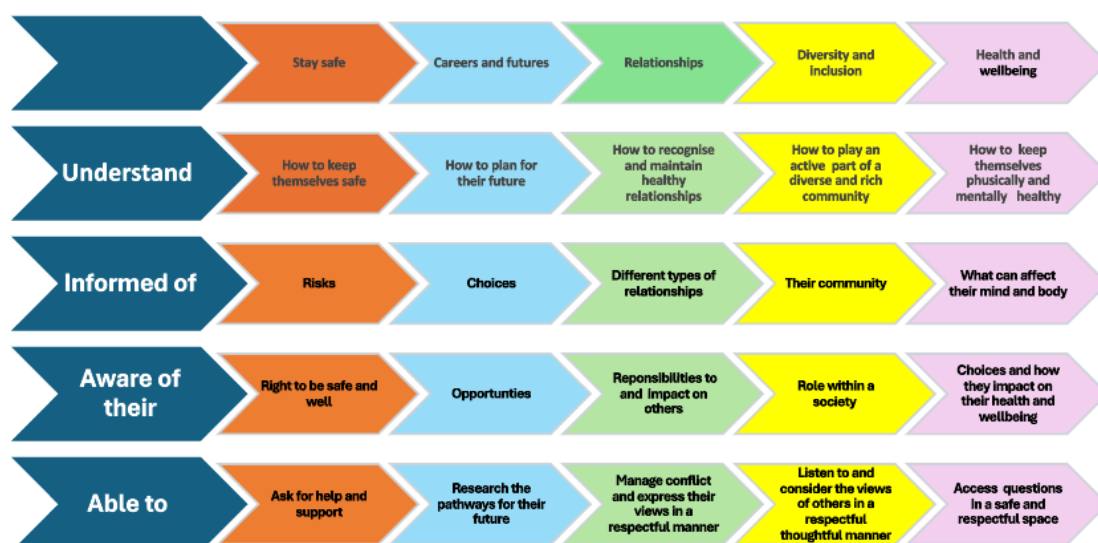
The LGS PSHE and RSE Curriculum

The LGS 'World Ready' PSHE and RSE curriculum is informed by the definition of wellbeing as outlined by section 10(2) of the Children Act 2004:

- Pupil's physical and mental and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupil's education, training, and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing

The 'World Ready' PSHE and RSE curriculum is structured under the following pillars.

- Staying safe - Boys who know how to keep themselves and others safe
- Relationships - Boys who are able to form positive healthy relationships
- Diversity and Inclusion - Boys who understand and respect others, including those who are different from themselves
- Careers and futures – Boys who can plan and embrace their future
- Health and wellbeing - Boys who are able to take responsibility of their health and wellbeing



The aim of the curriculum is to ensure LGS boys:

- Understand how to safely and confidently take their place in the world.
- Are aware of where they fit in the wider world
- Are able to make choices and actions in order to be world ready.

The PSHE curriculum forms the spine of all PSHE activities, outlining where elements are explicitly taught, delivered and embedded.

The whole curriculum is mapped across a range of delivery channels, encompassing the breadth of experience and opportunity LGS boys have to gain knowledge, develop skills, understand perspectives, form opinions and explore who they are.

The pillars underpin the boys' journey through school; the curriculum is planned to progressively build boys' knowledge, understanding and skills, delivering topics in an age-appropriate manner, whilst deepening and broadening what they experience from Year 6 through to Year 13.

The curriculum addresses the LGS learner skills, through teaching and embedding the core learning and thinking skills that embody the LGS academic philosophy. It also promotes and reinforces the schools' R-GREAT initiative that aims to foster positive masculinity:

R - Respect
G - Growth Mindset and Resilience
R - Responsibility
E - Emotional Intelligence
A - Active Citizens
T - Talk

The curriculum encompasses statutory guidance on promoting children's safety and wellbeing, promoting British values (respect, democracy, rules of law and individual liberty), equality, spiritual, moral, social and cultural and relationship and sex education (RSE) and is guided by best practice from the PSHE Association and contextualised for the school.

See Appendix 1 for the PSHE and RSE 2023-2024 Curriculum Map.

In Sixth form the programme becomes "Ut Vivas" and continues to explore topics from the five pillars but also includes life skills aimed to prepare boys for their world after school such as leadership, financial knowledge and range of practical skills that support their move to adulthood and independence.

- Diversity
- Relationships
- Citizenship
- Law
- Great Men – Mental Health
- Personal Safety

- Life Hacks
- Life Beyond LGS
- Finance
- Leadership and Coaching

In addition, the Professional Development Programme, Charities and VSU programme, for example, give a platform for boys to make a meaningful contribution to society.

Delivery

PSHE is delivered through four main channels:

- PSHE lessons
- Tutor delivery
- Assemblies
- Visiting speakers

Once per week boys have a dedicated PSHE lesson with specialist staff. These sessions follow the PSHE curriculum, ensuring core knowledge and skills are delivered coherently to all boys, building and securing knowledge across all years.

Form Tutors play an essential role in the regular delivery of PSHE. PSHE education is supported by the relationship between a boy and their Form Tutor, therefore, some lessons and PSHE activities will be delivered through Form Time. These could be either stand-alone topics or activities that complement the PSHE lesson content.

In both cases, given the subject-matter, it is crucial that it takes place in an atmosphere of trust and respect. All PSHE sessions begin with a reminder of the importance of mutual respect and reinforce the expectation for both boys and staff in ensuring that the sessions are conducted in a safe space.

See Appendix 2 - PSHE expectations

Following each session Boys are reminded of where and how they can access support either through school channels or external providers, bespoke to that topic.

See Appendix 4 – How to seek support slide

Assemblies

Whole school, House, and Personal Development Assemblies, overseen by the school's Leadership Team, promote belonging through collective celebration of the school's values and by raising awareness of key PSHE themes and local, national and international events. These assemblies aim to be reflective of the school's diverse community, local context and promote the school and British

Values. The programme is designed to be flexible and responsive to national and international events, educating and informing students.

Whole School Assemblies

School assemblies occur on Tuesdays in Hodson Hall and its Extension and aim to celebrate and reinforce the schools' collective identity through celebration of team, school and individual successes, presentations from staff, singing and Senior Prefect announcements and notices.

Personal Development Assemblies

Each section of the school Lower (yr7-9), Middle (yr10-11) and Sixth Form (yr 12-13) have two Personal Development assemblies within a six-week block that addresses core components of the PSHE curriculum and is mapped alongside the curriculum. These assemblies are often accompanied by tutor time activities to explore ideas and provide opportunities for discussion and questions and assess boys' understanding of an assembly or key PSHE and/or SMSC theme.

Personal Development have included, for example:

- Ambitious Boys
- Staying Safe on Campus
- General Election 2024 and the aftermath
- British Values and Current Affairs 2024

House Assemblies

Alongside Personal Development assemblies, each Housemaster (Abney, Davys, Pulteney, and Yates) has the autonomy to build their own assembly plans to promote wellbeing, belonging and student leadership in their house. However, mutual respect, celebration and kindness will underpin all PSHE events. Boys are also actively encouraged to contribute to assemblies under the supervision of an appropriate member of staff.

Themes covered in assemblies have included, for example:

- The best of times and the worst of times

Visiting Speakers

Subject experts are also invited into the school to deliver content in accordance with the Visiting Speaker Policy to deliver PSHE related content.

Recent speakers have included, for example:

- John Hoskinson – Decisions and Consequences: Drink Driving
- Odd Balls Charity – Testicular Cancer
- LSF Director of Transformation – Business in the UK 2024

Boarders

The Boarding community have regular Boarder Chapel services, which serve as an opportunity to promote the school's and British values within the Boarding Houses.

PSHE through the curriculum

Some topics are taught and delivered by academic teachers and other specialist staff so that the topics are given an academic context or delivered by staff who know the boys best. For example, Online Safety is delivered by computing specialist as part of the ICT Curriculum and Human Rights might be delivered within History, Classical Civilization or Geography.

Safeguarding

The PSHE curriculum allows the school to teach topics related to child protection and safeguarding as outlined in Keeping Children Safe in Education and other related publications.

All teachers of PSHE are aware that effective PSHE and RSE lessons can lead to disclosures of child protection or safeguarding nature, and these will be managed in line with the Child Protection and Safeguarding Policy.

See Appendix 3 - **Whole staff briefing on PSHE**

For PSHE lessons to be effective, it is important that a safe environment is created that allows respectful discussion and debate; it is best practice at the start of a new topic for teachers to outline expectations of respect within lessons (e.g. listening actively, criticising ideas not individuals and show empathy and respect for diversity and inclusion) and how to access support before, during and after a lesson through sign posting. (e.g LGS Student Support Posters)

Relationships and Sex Education

Curriculum intent

Relationships and Sex Education (RSE) forms an integral part of our Personal Social and Health curriculum. Good RSE will help pupils navigate the physical, emotional, and social changes of puberty and later adolescence in an atmosphere of trust and safety. Sex education should encourage the exploration of values and moral issues as well as the consideration of sexuality and personal relationships.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. In accordance with statutory guidance Loughborough Grammar School aims to provide students with clear, impartial information about sex, while promoting its importance within a stable and loving relationship. We promote equality of gender and sexuality, while acknowledging

differences of opinion, in an atmosphere of open, tolerant and respectful discussion.

In accordance with the School's Mission Statement, RSE aims to help the students become "citizens of integrity and judgement, respectful of others". To that end, RSE must foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experiences; ultimately, teaching young people to keep themselves and others safe.

Recognising the physical and emotional changes through puberty and adolescence, we aim to show students how to foster and maintain good relationships, often in the face of pressure from the media, internet, and peer pressure, through critical decision-making. It is important that students understand that actions have consequences and that emotions must be managed, as well as how to recognise abuse and exploitation.

Boys are encouraged to develop their own values and attitudes towards sex, sexuality and relationships and to respect and empathise with those of others. Furthermore, they must recognise that sexual intimacy involves strong emotional feelings, and they must have regard not only for their own, but other people's feelings, decisions, rights and bodies.

In the face of conflicting, misunderstood or incorrect information that young people have access to from their peer group and from the media, the aim of the RSE curriculum is to provide accurate knowledge. We tackle sexism, prejudice and discrimination that may surround sexual relationships and give young people the space within which to discuss their fears and misunderstandings, to challenge and question the norms of their own peer group and form their own understanding and knowledge, so that they are equipped to make sensible and safe decisions.

Delivery

RSE elements are delivered through dedicated PSHE lessons with staff who specialise in the topics (inc. Lead Nurse). We also invite external speakers with expertise in sexual health (e.g. Leicester Sexual Health) and online safety to speak to the students in an age-appropriate manner.

Parents

Parents have a legal right to view this policy, and to withdraw their son from sex education lessons which fall outside those aspects covered in the National Curriculum Science if they wish. In such cases, the school will seek and take account of parental views, and endeavour to adopt a partnership approach with parents by encouraging dialogue between parents and their son. Parents receive a letter (Appendix 5 – RSE letter to parents) outlining the RSE purpose and programme, they are asked if they would like more information, and they consent to their child receiving the lessons. Within that letter, they are invited to an information event where the programme of study is shared, and questions are taken. Parents are asked about the programme and this informs our policy making and may fine tune the delivery of material.

If any parent wishes to withdraw their child from sex education lessons, they should inform the Director of Personal Development in writing and will be invited into school for a meeting to ensure that the family are aware of the way the School teaches and the information it covers in the sex education programme. Parents will be asked about providing appropriate, purposeful education through the period of withdrawal. Whilst the child is absent from the lessons the school must provide appropriate and purposeful other education during those sessions. The School implements the statutory requirements of the child being able to attend the sex education tuition in the three terms before their 16 birthday even if the parents have withdrawn their child.

Careers

The Careers curriculum sits within the Personal Development programme. Loughborough Grammar School offers a careers curriculum designed to prepare boys to become informed, employable, and world-ready citizens. The careers curriculum is integrated into a broader program that supports personal development, helping students adapt to a changing labour market and pursue their individual potential and interests while enhancing their skills and expertise.

As part of the LGS Learner initiative, boys are encouraged to be independent learners and take responsibility for their career planning by using available resources and seeking guidance from staff. Every teacher acts as a careers mentor, leveraging their experience and network contacts. Alongside parents and family friends, teachers serve as role models, demonstrating professionalism and expertise.

This should be read alongside the Careers Policy.

Student Voice

It is important the boys feel like they can shape their PSHE education and their school.

The School Council plays a key role in evaluating and developing the PSHE curriculum. The PSHE curriculum is a regular item on school council agenda and the Head of School Council reports regularly to the Deputy Head Pastoral, Director of Personal Development and Designated Safeguarding lead on the matters arising. Communication through the council enables curriculum leaders to gauge the impact of topics taught and hear feedback on future topics to cover. Boys can also raise feedback through their Whole School or House Council representatives.

The school will endeavor to answer all of the boys' questions and at times the teacher might use an anonymous question box or electronic form to understand whether boys have any questions about a topic that they don't feel comfortable asking in class. For certain topics, the pastoral leaders play a role in helping formulate answers for these questions, supervised by the Deputy Head Pastoral and/or Designated Safeguarding Lead. All teachers should consult members of

the leadership or safeguarding team if they are in doubt about how to respond to a question safely and in an age-appropriate way.

Biannual department reviews of PSHE will include student voice activities to ensure that the topics are relevant to the boys and effective.

Bi-annual student wellbeing surveys will give the boys an opportunity to raise topics that they would like on the Personal Development Curriculum.

This should be read alongside the Student Voice and Leadership Policy.

Engaging Parents

Parents play a crucial role in a boy's development and can help the school reinforce and deliver key PSHE lessons. Therefore, the school is committed to working closely with parents in the delivery and review of PSHE to ensure that the school is addressing the needs of the LGS boys and families. The school shares PSHE information and guidance through newsletters, information evenings, webinars and invites parents to contribute to review of the PSHE provision.

Parents receive updates on the PSHE curriculum and can provide feedback on key topics which helps inform planning and delivery models.

An up-to-date version of the PSHE and RSE Policies will be available on the school website and hard copies can be requested by emailing grammar.office@lsf.org.

Parent's Right to withdraw.

Parents cannot withdraw their son from Health Education or Relationships Education element of RSE, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If any parent wishes to withdraw their child from some sex education lessons, they should inform the Deputy Head (Pastoral) and Director of Personal Development in writing and will be invited into school for a meeting to ensure that the family are aware of the way the School teaches and the information it covers in the sex education programme. Parents will be asked about providing appropriate, purposeful education through the period of withdrawal. Whilst the child is absent from the lessons the school must provide appropriate and purposeful other education during those sessions. The School implements the statutory requirements of the child being able to attend the sex education tuition in the three terms before their 16 birthday even if the parents have withdrawn their child.

Assessment

It is important that the school analyses the impact that the PSHE curriculum has on the boys and therefore uses a range of assessment techniques

Boys are regularly asked to reflect on their progress and asked to gauge their knowledge and understanding against core components at the beginning and end of each topic. See Appendix 6 – self assessment

As part of the reporting cycle boys write personal reflection and development targets, which are then included in formal reports.

There is no formal 'paper' qualification or exam grade, but Form Tutor reports provide a formal opportunity to report on personal and social development and can reference progress in PSHE lessons.

In the Sixth Form, boys complete personal development qualifications as part of the Professional Development Programme dependent on their interests.

PSHE Department Reviews

PSHE and RSE department will be audited at lead biannually by the Senior Leadership and Distributed Leadership Team, in accordance with the school's department audit to ensure that policies and procedures are being implemented, to share best practice and identify areas of development.

PSHE topics that are delivered outside of timetabled PSHE lessons and in the wider curriculum are audited biannually by the School Leadership Team.

Appendix 1 – Loughborough Grammar School PSHE and RSE Curriculum.

Boys' Physical and Mental Health and Wellbeing	
Year 6	
	Mental Health
	Healthy Lifestyles (Diet, Exercise and Sleep)
	Puberty
Year 7	Tobacco and Vaping
	Alcohol (1)
	Puberty
	Identity
	Managing worries and stress
Year 8	Mental Health: Stress and resilience
	Mindfulness
Year 9	Body Image
	Identity
	Drugs Education (1)
	Healthy Living
Year 10 and Year 11	Alcohol (2)
	Drugs Education (2)
	Health and Wellbeing
	Heartwise
	RSE (Statutory)
Year 12	Life Hacks
	Mental Health
Year 13	Life Hacks II
	Mental Health

Protection of Boys' From Harm and Neglect (Safeguarding)	
Year 6	Online-Safety
	Risks at Home
	Risks out and About
Year 7	Community Safety and road safety
	E-Safety (see Computing)
Year 8	Addiction
	E-Safety: Online Conduct
Year 9	Safeguarding (From Sept 2024) Exploitation and grooming
Year 10 and 11	On-line safety
	Honour based violence and FGM
Year 12	Nights Out

Boys' Education, training and recreation	
All Years	LGS Learner
	Cocurricular Programme
	Revision Skills
Year 8	Independent Study (inc. Procrastination)

Year 12	Professional Development Programme
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Boy's Contribution to Society	
Year 10 and Year 11	Climate change
	Equality
	Diversity and Discrimination
	UK politics and citizenship
Year 12	PDP Programme
Year 12 and Year 13	Leadership
	Also see PDP Programme
	Citizenship
	Law
	Life at University and Beyond

Boys' Social and Economic Wellbeing	
Year 6	Relationships
	Anti-Bullying
Year 7	Relationships and Marriage
	Friendships and Managing Conflict
	Bullying
	Racism and prejudice
Year 8 and Year 9	Platonic and Romantic Relationships
	Protected Characteristics and Anti-Discrimination
	Empathy
Year 10 and Year 11	Personal Finance
	Relationships and Sex Education
Year 12	PDP Programme
Year 12 and Year 13	University Finance

Appendix 2 - PSHE expectations



PSHE classroom rules :

These expectations will ensure that you all benefit from the lesson, will safeguard your welfare and keep your best interests at heart.

1. Show respect

- By listening
- Not interrupting
- Only one person speaks at a time

4. There are no silly questions – your question is probably the same as many others in the class

7. Have a non-judgemental approach.
No put downs - challenge the opinion, not the person.

2. Retain confidentiality – do not use personal examples when sharing experiences, thoughts and ideas

5. It's ok to not know.
It's ok to get things wrong.

8. Our conversations stay in the room unless it is a safeguarding matter.

3. Use the agreed appropriate Language (avoid slang terms)

6. Don't show the fact you are embarrassed through silliness.

9. Enjoy the lesson – think about what you can take from it and how you can gain further advice or help .

Appendix 3- How to seek support slide

SEEKING SUPPORT

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

- If you want more help and advice about this topic or anything that is worrying you, **we would advise one of the below**

Speak to your parents/guardians

Speak to your tutor, head of house

Speak to a trusted adult or friend

You can also find more support here:

If you have any concerns about yourself or someone you know – it is always important to tell someone!

Appendix 4 – Whole staff briefing on PSHE

Why we teach PSHE



- PSHE Education prepares for life today, and tomorrow.
- Enables our boys to be world ready – their world now, their world in the future
- What we teach in the classroom will help boys foster lifelong aspirations, goals and values.
- To give young men the knowledge and confidence to make informed decisions that keeps themselves and others safe. It forms part of our Safeguarding practices.

Staying safe	Careers and futures	Relationships	Diversity and inclusion	Health and well being
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Appendix 5 - Letter to parents

Dear Parents/Guardians,

RSE PARENT INFORMATION WEBINAR – THURSDAY 17 OCTOBER 2024

You will be aware, that it is statutory for secondary schools to educate pupils in Relationships, Sex Education (RSE) and Health Education.

At LGS, the programme is delivered by tutors and specialist staff. Leicester Sexual Health (NHS) who know the boys and LGS very well, assist with the delivery of the Sex Education element alongside the support of our School Nurses and Personal Development teachers. Indeed, when asked, the boys rated this part of their Personal, Social and Health Education as one of the best aspects of the whole course. We feel very fortunate to have this expert help which the boys find a helpful way to learn about this sensitive topic.

The topics we cover throughout Key Stages 3, 4 and 5 (Years 7-13) include: Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe including consent; developing self-esteem and confidence.

We will be hosting a webinar on Thursday 17 October about the programme we deliver. If you are interested in attending, please register your interest by following this [link](#). Further details will be sent to those who register nearer the time.

If you have any concerns about the RSE programme, please look at the Relationships and Sex Education policy on the School website and the following statutory guidelines [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

If there are any remaining queries, please contact the School and speak to either Ms Taplin (Director of Personal Development) or myself.

Yours sincerely,
Mr T Emmet
Deputy Head (Pastoral)

Appendix 6 – self assessment

Baseline confidence checker
(put a tick in the box that best describes how you feel).
At the end of the unit, we will return to this page, and you will complete the table in a different colour.

I can	1 Not at all	2	3	4	5 I have some ideas	6	7	8	9	10 very secure
Understand										
Describe										
Explain										