



Loughborough Grammar School

PSHE and RSE Policy Curriculum

Date:	Sept 2025
Approved By:	TBE
Version	2
Date for Review:	Sept 2026
Point of Contact (Reviewer):	NIB

Policy Statement

At Loughborough Grammar School, Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) are guided by the principle that boys' spiritual, moral, social, cultural development and health are as important as their academic success.

To enable pupils to live out the school's core aims — Scholarship, Innovation, Individual Growth, and Social Responsibility — we deliver a contemporary, relevant and adaptive PSHE curriculum that:

- Informs and engages pupils on issues that shape their and other people's lives
- Promotes wellbeing and resilience
- Encourages active citizenship and social awareness
- Supports moral, ethical, and legal decision-making in a contemporary context

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

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)

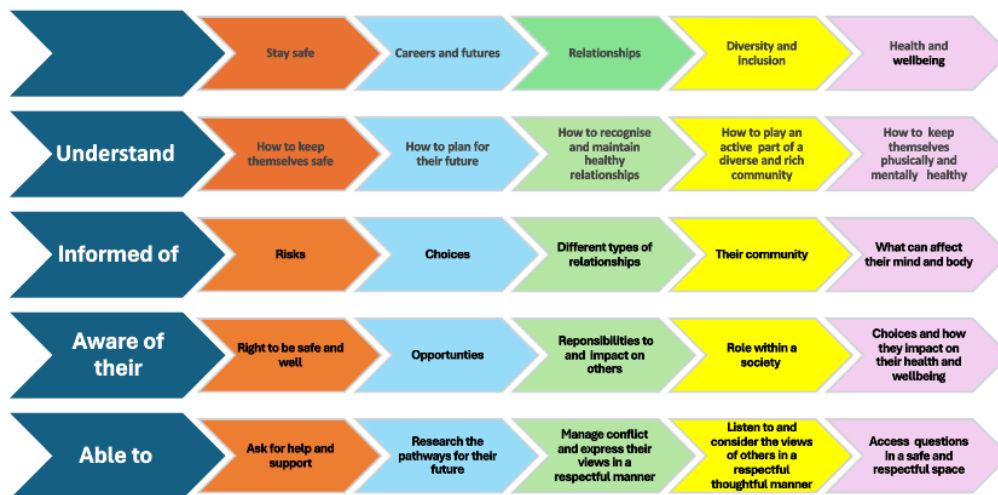
The LGS PSHE and RSE Curriculum

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

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

The 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
- **Social and Global Perspectives** - Boys who understand their place in and contribute to the wider world.



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 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 2025-2026 Curriculum Map.

In Sixth form the programme continues to explore topics from the six pillars but also includes life skills aimed at preparing 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
- Maturing and responsible relationships
- Law
- Mental Health

- Personal Safety
- Digital and media literacy
- Physical health in adulthood
- Life Beyond LGS - futures
- Alcohol and drugs education
- Student finance
- Human rights

In addition, the Professional Development Programme, Charities and VSU programme, for example, gives 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.

Sectional and Year Group Assemblies

Each section of the school Year 6 & 7, Middle School (Year 8 - 9), Upper School Year (Year 10 and 11) and Sixth Form (Year 12-13) have an assembly once a fortnight. 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.

Year and House Assemblies

Alongside School and Sectional Assemblies, Heads of Houses promote participation, wellbeing, belonging and student leadership in House Assemblies. However, mutual respect, celebration and kindness will underpin all assemblies. Boys are also actively encouraged to contribute to assemblies under the supervision of an appropriate member of staff.

Visting Speakers

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

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 specialists 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 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.

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.

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.

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. Alison Spooner, senior project workers with 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.

See **Parent's Right to Withdraw** (page 9 of this policy)

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, Heads of Section and Pastoral Support Manager (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, Middle School, Upper School and Sixth Form 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.

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 PSHE parent focus group contributes to the development of the PSHE curriculum and have played an important role in shaping the decisions around curriculum content. The school shares PSHE information and guidance through newsletters, information evenings, webinars and invites parents to contribute to review of the PSHE provision.

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. While the child is absent from lessons, the school must provide alternative education that is both appropriate and

purposeful. The details of this provision will be discussed with parents. 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.

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.

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

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 may complete personal development qualifications as part of the Professional Development Programme dependent on their interests.

In addition, students write personal reflections related to personal development within their Unifrog Profile. This enables them and the school to track and assess their participation, personal and social development and helps inform decisions within and outside of School.

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 as an ongoing concern 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
	Sun safety
	Heart health and CPR- British heart foundation module
Year 8	Mental Health: Stress and resilience
	Habits for health
Year 9	Healthy living
	Mental health – the science of stress
	Identity
	Drugs Education (1)
	Heathy Living
	Introduction to RSE (1)
Year 10	Mental health – anxiety and managing intrusive thoughts
	Taking responsibility for our health
	Drugs (2)
	Alcohol (2)
	RSE- decisions and safety (2)
Year 11	RSE (Statutory) (3)
	Mental health – anxiety, depression and suicide prevention
	Healthy body, healthy mindset
Year 12	My body and health – self-esteem, body image
	Mental Health – Suicide prevention, (from 2026 compulsive behaviours, self harm)
Year 13	Physical health into adulthood
	Mental Health – CALM suicide prevention module
	Alcohol and drugs – long term effects on health
	Responsible relationships – fertility, routes into parent hood

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	Anti bullying

	E-Safety: Online Conduct
Year 9	Exploitation and grooming
Year 10	On-line safety including financially motivated sexual extortion
	Extremism
	Honour based violence and FGM
Year 12	Socialising safely
	Driver and passenger safety
Year 13	Safety after LGS – travel, new settings

Boys' Education, training and recreation

All years	Cocurricular Programme
	Revision Skills
Year 7	How memory works and revision techniques
Year 8	Time management and Independent Study
Year 9	Personal effectiveness including procrastination
Year 10	Self-regulation and independence
Year 12	Professional Development Programme

Boy's Contribution to Society

All years 7-11	Social action project
Year 7	Identity
	Racism and prejudice
Year 8	Sustainable clothing
	Protected characteristics
Year 9	Diversity and discrimination
Year 10	Climate change
Year 12 and Year 13	Human rights
	Also see PDP Programme
	Law
	Life at University and Beyond

Boys' Social and Economic Wellbeing

Year 6	Relationships
	Anti-Bullying
Year 7	Friendships and boundaries
	Anti- Bullying
	Racism and prejudice
Year 8 and	Healthy Relationships
	The impact of bullying
Year 9	Your body, your choice, consent and personal choice

Year 10	Safety in relationships
	RSE – consent, communication
	Financial literacy
Year 11	Personal Finance
	Relationships and Sex Education
Year 12	Maturing relationship
	Friendships, loneliness and connections
Year 13	University Finance
	Relationships in new settings

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

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

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

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

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

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

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

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

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
--------------	---------------------	---------------	-------------------------	-----------------------

Appendix 5 - Letter to Parents

Dear Parents/Guardians,

RSE PARENT INFORMATION WEBINAR

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 (insert date) 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](https://www.gov.uk/guidance/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 Mrs Barfied (Head of PSHE) or myself.

Yours sincerely,
Mr T Emmet
Deputy Head (Pastoral)

Appendix 6 – Self Assessment

Baseline confidence checker – we will now complete a quick pre-assessment task
(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										