



HEADINGTON RYE

OXFORD

PSHE Education Policy incorporating the RSE Policy (Senior School)

Reviewed by:	Deputy Head Pastoral
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PSHE Education Policy Incorporating the RSE Policy

Overview

Headington Rye Oxford believes that Personal, Social, Health, Economic (PSHE) education is an intrinsic part of the development and education of the pupils in our School. The programme we deliver seeks to equip pupils with a sound understanding of the risks, opportunities and challenges that exist in today's world, as well as providing them with the knowledge and skills necessary to make safe, healthy and informed decisions in the future. We want our pupils to explore their values and belief systems as individuals, and as members of the Headington Rye Oxford and global communities, and to be able to develop fundamental life skills underpinned by the values of tolerance, authenticity and inclusivity. Relationships and Sex Education (RSE) is an important and integral part of PSHE education. Taken together our overall programme also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development.

Relationships and Sex Education (RSE) is about the emotional, social, cultural and physical development of pupils, and involves learning about relationships, sex, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, nor does it encourage early sexual experimentation, rather it teaches young people to understand human sexuality and to respect themselves and others, enabling them to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity. All RSE teaching is sensitive and age appropriate in approach and content. Lesbian, Gay, Bisexual and Transgender (LGBT) content is not delivered as a standalone unit or lesson, but is integrated into relevant parts of the wider RSE curriculum.

The Department for Education (2019) define RSE in the following way:

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships."

We are mindful of this definition in the development of our policy and practice.

The aim of this policy document is to communicate clearly to staff, parents, visitors and pupils the manner in which PSHE and RSE will be delivered at Headington Rye Oxford.

Background

RSE and PSHE education at Headington Rye Oxford is a planned, age-appropriate, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, RSE and PSHE education at Headington Rye Oxford develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We hope to inform, empower and equip pupils so they can make informed choices and navigate their present and future emotional lives and loving relationships with self-knowledge, integrity and respect for both themselves and other people.

The RSE and PSHE education programmes make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive RSE and PSHE education provision is an essential contributor to our ability to safeguard pupils.

RSE and PSHE education equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. Through PSHE education we encourage them to be enterprising, creative and collaborative and support them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of our RSE and PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future, with compassion and empathy.

Everyone faces difficult situations in their lives. PSHE education and RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. RSE and PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, building empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The PSHE curriculum (and in places the RSE curriculum) aims to:

- Improve pupils' ability to value and respect themselves and others.
- Provide pupils with accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding, raising awareness and encouraging reflection on learning.
- Develop self-esteem, confidence, independence, empathy and responsibility.
- Allow students to consider risk and its management, as well as developing teamworking, problem solving and critical thinking skills.
- Encourage students to make the most of their abilities.
- Encourage students to play an active role as citizens and as members of society.

- Develop a healthy lifestyle that keeps themselves and others safe.
- Develop effective and fulfilling relationships and learn to respect the differences between people: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
- Through economic education, develop an understanding of personal finance and simple economics in accordance with the economic and wellbeing strands of PSHE education.
- Promote personal and economic wellbeing (Incorporating sex and relationship education; drug and alcohol education; anti-smoking and vaping messaging; emotional health and wellbeing; diet and healthy life style; safety education – including digital and on-line safety; careers education, work related learning; enterprise education and financial capability.)
- Provide strategies that the students can use to access support for themselves and others, and to manage peer influence effectively in a positive manner.
- Educate and inform pupils so that they understand how to stay safe online and in particular how to use social media appropriately.
- Give opportunities to explore, clarify, and if necessary challenge, their own and other people's values, attitudes, beliefs, rights and responsibilities.

The PSHE education programme at Headington Rye Oxford promotes pupil wellbeing and pupil safeguarding (in relation to the Children Act and KCSiE) and community cohesion. With a focus on identity and equality we keep protected characteristic groups safe and address and prevent prejudice based bullying from happening (fulfilling our duties set out in the Equality Act 2010). Through PSHE education we help to promote the outcomes which were set up historically to meet the 'Every Child Matters' outcomes and to fulfil the three statutory aims of the National Curriculum: successful learners, confident individuals and responsible citizens.

More specifically through RSE we aim to:

- Equip pupils with the skills required to cope with the problems and challenges faced during adolescence and puberty.
- Enable pupils to discover their own views on human sexuality.
- Improve pupils' ability to judge what kind of relationships they want.
- Encourage pupils to value their health, wellbeing and dignity, respecting themselves and others, and enabling them to manage and explore difficult feelings and emotions.
- Equip pupils with a clear knowledge of the biological, social and legal facts regarding sex, alleviating possible fears and misconceptions by demystifying the subject and dispelling myths.
- Ensure pupils understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships, understand the arguments for delaying sexual activity, and the reasons for having protected sex, and additionally have an awareness of how to avoid being pressured into unwanted or unprotected sex.
- Provide pupils with knowledge of how to gain access to confidential advice, support and if necessary treatment from external organisations, particularly in relation to sexual health and should they experience sexual or domestic/relationship violence. This includes how they can protect themselves from unintended and/or unwanted conceptions, and where they have one, can protect their partner and themselves

from sexually transmitted infections, including HIV, highlighting the types of support services available to them, and how to report their experience of violence/abuse.

- Ensure pupils know and understand how the law applies to sexual relationships and the issues surrounding consent.
- Deal with issues of unhealthy, abusive relationships, which can lead to gendered violence, and to deal with the issue of bullying (online or face-to-face) whether it be homophobic, transphobic or bi-phobic etc, and what exploitation looks like and how to avoid it.
- Enable and encourage pupils to challenge everyday sexism, misogyny, homophobia and gender stereotypes, and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- Develop an understanding of what it is like to be a member of the 'opposite sex', rejecting sexual stereotyping.

Both programmes reflect the school ethos and through our key themes we aim to meet the broader aims and values of the School. We aim to encourage an environment where the way in which students and staff are treated and treat each other reinforces the positive messages given by the lessons.

Issues arising from pupil questions are answered according to the age and maturity of the pupil concerned. RSE lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of sessions. Questions do not have to be answered directly, and can be addressed individually later – staff delivering RSE and PSHE education will use their judgement as to what is appropriate. Staff and visiting speakers are not permitted to describe their own sexual experiences to pupils.

RSE and PSHE education at Headington Rye Oxford aims to support our students to make informed decisions about their lives. It is a planned curriculum area that contributes to pupils' life chances, developing knowledge, understanding, skills and attitudes. We are committed to providing these programmes to all of our pupils and we aim to respond to the diversity of children's cultures, faiths and family backgrounds. Care is taken to ensure there is no stigmatisation of children based on their home circumstances and that all issues are taught without bias, so that pupils can form their own opinions.

At the heart of both RSE and PSHE education is the importance of safeguarding pupils, promoting their emotional wellbeing and improving their ability to thrive and achieve in and out of school.

Planning Objectives

To plan and develop a curriculum that:

- enables us to build on what we are already doing in a flexible and innovative way.
- is relevant to pupils, connecting with their interests and experiences.
- encourages pupils to investigate and think critically about issues of current interest, using problem solving, reasoning and evaluation skills.
- relates to pupils' abilities and backgrounds and draws on real life experiences.
- provides comprehensive, unbiased and correct information.

- provides pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in the School and the wider community.

Through the teaching of RSE and PSHE education we:

- allow the exploration of many issues, especially those related to being a responsible adult and preparing pupils in a safe and supportive atmosphere for life after school.
- allow pupils to gain the self confidence and self esteem to make informed decisions in all aspects of their lives.
- provide a safe environment for the discussion of sensitive, controversial and challenging social and moral issues, and to help pupils to make sense of them in the context of their own life experiences.

Through the teaching of Citizenship as part of PSHE education we:

- involve pupils positively, encouraging participation in School and community life
- encourage pupils to become well informed, responsible citizens of a future world, being both assertive and tolerant, and having the ability to question their own and others beliefs and values.
- promote positive behaviour, equal opportunities, inclusivity, respect and responsibility.
- provide a focus for celebrating and publicising School activities.
- provide a focus for celebrating fundamental British cultural values, such as democracy, liberalism and the rule of law.

Delivery

The majority of our bespoke RSE and PSHE education programme is delivered in a dedicated PSHE slot, once a week on a Friday in a discreet lesson led predominantly by our form tutors. We utilise the experience and professional training of our school nursing team in delivering some aspects of RSE. In PSHE lessons appropriate and suitably experienced and/or knowledgeable visitors from outside school are also invited to contribute to its delivery. It is also important to note that PSHE and RSE themes are firmly embedded in all curriculum areas and specific departments contribute e.g. Science (Biology), P&RS, F&N, PE etc. Additionally, issues are sometimes discussed in form time or addressed through Prayers and Assemblies, and some of Headington's co-curricular clubs and activities also play a part e.g. FemSoc, Pride Club, Amnesty etc.

Classroom practice and pedagogy will reflect pupils' age, ability, readiness, cultural background as well as SEND requirements, and tutors will adjust the programme to enable all pupils to access the learning. We ensure that all PSHE and RSE teaching is sensitive and age appropriate in approach and content. We use PSHE and RSE as a way of addressing diversity and inclusivity issues and ensure there is flexibility in the programme to enable us to address contextual issues or topical media stories. PSHE and RSE delivery is designed to comply with the Equality Act 2010.

Pupils make use of their Headington Rye Oxford Portfolio (HROP) to note learning objectives and self-assess their prior knowledge at the start of each session. They are encouraged to engage fully in learning about each individual topic, and to then reassess their knowledge and understanding at the end of the session. Reflection is actively

encouraged and pupils will note key takeaways in the HROP. Teachers delivering a lesson can check the pupil portfolio and assess the engagement in learning, contribution to discussion and quality of reflection.

Topics that are looked at are in line with the national curriculum strands and the statutory guidance for RSE. Three core themes continue to underpin the PSHE programme: health and wellbeing, relationships and living in the wider world. The RSE and PSHE education programme is prepared in advance by the Heads of Section in consultation with the Deputy Head Pastoral. From Autumn 2024 the Deputy Head Pupil Experience will take on this responsibility for overseeing the curriculum and its delivery. The School has membership of the PSHE Association and access to its suggested teaching resources, updates and newsletters and training opportunities. The programme is reviewed and adapted annually. Details are stored on a shared google drive, together with a variety of resources to enable collaboration and tutor access. Heads of Year will work with their tutor teams to deliver the programme to girls in their year group. There are several occasions in the year and across the Key Stages where specialist speakers from outside of the School come in and deliver to the different cohorts on relevant topics. We aim to keep the programme content current and relevant, building in flexibility within the programme to allow the pastoral and safeguarding teams the scope to address topical issues in both a proactive and reactive manner as necessary.

For further details of the coverage of our programme please refer to Appendix A (page 10).

Review and Monitoring

We review our policy annually and update it in line with statutory requirements or to reflect issues that we feel are relevant to our school community. Parents are invited to an information event during the Autumn Term and are invited to share comments and ask questions (see Appendix B page 15). We review this feedback carefully and are keen to open a dialogue with parents where it is helpful to do so. The Deputy Heads Pastoral/Pupil Experience write to parents and invite them to share their views on the programme each academic year. Any information is considered during the annual review of the programme.

Heads of Year and Heads of Section will seek feedback from teachers delivering the programme regularly in order to improve our offering and delivery. Periodically the Deputy Heads Pastoral/Pupil Experience and/or the Safeguarding Governor will visit PSHE lessons and monitor the effectiveness of our delivery through formal and informal observation and discussion. Heads of Section observe teaching and learning and visiting speaker delivery and have committed to continue to reflect on Headington Rye's provision with an ongoing focus on learning walks during the Friday sessions. Teachers are also invited to share their feedback on the overall programme directly with the Deputy Heads Pastoral/Pupil Experience – any and all comments received through these various channels will be fed into the annual review.

Pupils are asked to reflect on the topics covered (e.g. formal reflection in their Headington Rye Oxford Portfolio) and their feedback is also taken into account during the review and redesign process. Student voice is an important component within RSE and PSHE education. Feedback is invited after sessions delivered by external groups or individuals. Pupils are also able to share their thoughts directly with the Deputy Heads Pastoral/Pupil Experience, or via the various forums throughout the school – School Council, Pupil

Congress, etc. It is important to us that we focus on enhancing work schemes and resources, adjusting content to reflect the needs of our pupils so that we can keep our context relevant and up to date. Pupils are invited to share their views in a formal online consultation at the end of the academic year. Such feedback is considered during the annual review and information shared with pupils about the changes that have been made.

The Right to Withdraw

Parents/Carers have the right to withdraw their children from all or part of the sex education programme delivered as part of statutory RSE, where it does not form part of the Biology syllabus.

The government's guidance on parental withdrawal is as follows:

"Where parents wish to withdraw their child from part of all sex education (as part of statutory RSE) the school would typically discuss the request with parents and, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice is also likely to include the school discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the school may want to take a pupil's specific needs arising from their SEND into account when making this decision."

Those parents who wish to exercise this right should write to the Headmistress in the first instance. They will be invited in to see Mrs Jordan who will explore any concerns and discuss the impact the withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education aspects of the RSE programme until the request for withdrawal has been removed, or as detailed above, a child within three terms of turning 16 specifically requests to be included in these lessons.

Where pupils are withdrawn from RSE alternative arrangements will be made; this will usually involve private study in the library.

There is no right to withdraw from the Relationships aspect of RSE. The government believes this content (including friendship, family and safety (including online) is important for all children to be taught.

Disclosures/ Confidentiality:

If a member of staff learns that a pupil under the age of 16 is sexually active or contemplating sexual activity the school will ensure that, if possible, the young person is persuaded to talk to their parent/carer. Child Protection/Safeguarding issues should be addressed and the young person should receive adequate counselling and information.

Generally, when a pupil wants to discuss sex and relationships issues, their confidentiality should be maintained by the teacher or member of staff concerned. However, if this person believes that the pupil is at risk or in danger, she/he should talk to one of the designated safeguarding leads (DSLs) (refer to Safeguarding Policy). The pupil concerned will be informed that confidentiality is being breached (and given reasons why) and will be supported throughout the process. The DSL will consider whether a welfare risk assessment is necessary/appropriate (see Welfare Risk Assessment and Support Policy).

Additional information (including Access to Resources):

This policy is shared annually with parents in the Autumn Term and comment and questions are sought as part of a consultation process. Parents are invited to an information event lead by the Deputy Head Pastoral (Deputy Head Pupil Experience from Autumn 2025) and Pastoral Heads of Section. Having reflected on any comment that has been made the policy will be updated and amended as necessary immediately following this event. Governors are asked to approve the policy in the Autumn Term.

A document outlining topic coverage across the year groups is circulated to parents following this event (refer to Appendix A).

Updates on RSE and PSHE education topics are included in fortnightly Heads Up communications to all parents. Should parents require further detail on the topics covered or resources used they are encouraged to contact their daughter's Head of Section who will be happy to help.

For Lower School (U3-L4/Years 7-8) dbatesbrownsword@headingtonschool.com

For Middle School (U4-U5/Years 9-11) lstuart@headingtonschool.com

For Sixth Form (L6-U6/Years 12-13) hleigh@headingtonschool.com

A copy of the questions submitted by parents and addressed during online events since 2023 can be found in Appendix B.

For access to the Department for Education's guidance on RSE please use this link: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(Sept 2021\)](#)

In March 2023 the Conservative Government announced a review of the Relationships and Sex Education and Health Education guidance. New draft guidance was released shortly before the Election in 2024 and a comprehensive consultation was launched by the Department for Education. The proposed changes were significant. In our summer review we considered the changes we would need to make to our provision if the draft guidance became statutory and we are primed to amend our content and schemes of work should it be necessary to do so. The change of government in July has meant that it remains unclear whether the Labour government will make further revisions to the statutory guidance, whether they will proceed to implement the changes as published, or whether the results of the consultation will result in more significant changes. The Pastoral Team at Headington Rye Oxford will review our provision in light of any new guidance once it is published. Any changes to our programme will be communicated to parents as required.

Appendix A – Planned Topic Coverage 2024-25

It is our intention to cover the following topics this academic year. We reserve the right to vary our provision in order to address identified needs, contemporary issues, and to respond to requests from pupils and opportunities presented by visiting speakers.

Lower School:

In U3 (Year 7) Pupils can expect to cover the following topics in PSHE

- Wellbeing / Getting to know each other / Transition to Senior School
- Digital Skills and Safety (extended session off timetable – Savvy Social Skills, Digital Citizenship, Cyber Security, Digital Literacy)
- Getting to know each other – Bonding Day
- Changing Friendships
- Puberty – growing and changing (including FGM)
- Puberty – The Menstrual Cycle (Tutor or School Nurse led)
- Risk-taking and Exploration (Led by Charlie Walker)
- Racism and Inclusivity
- The Importance of Quality Sleep
- Healthy Relationships
- E-Safety (Police led – Thames Valley Police)
- Online Mental Health
- Emotional First Aid TED Talk
- Mindfulness
- Philosophy 4 Children – What is Love?
- Safer Internet Day 2025
- Money Management
- Study Skills
- Collaboration
- Random Acts of Kindness
- Healthy Hygiene
- Effective Revision Techniques and Time Management
- Aged Care Preparation and Visit (external trip to local care homes)
- Careers
- Reflections on assessments
- Game Changing Women

In L4 (Year 8) Pupils can expect to cover the following topics in PSHE

- Wellbeing / Getting to know each other
- Is TikTok safe?
- Getting to know each other – Bonding Day
- Philosophy 4 Children Enquiry Based Learning – the Environment
- Keeping Safe Online
- Collaboration
- Careers – IT related (external speaker)
- Risk-taking and Exploration (Led by Charlie Walker)
- Finance – Debit and Credit Cards
- Revision and Dealing with Pressure
- Healthy Relationships (Non Sexual / Friendships)

- Healthy Relationships (Sexual)
- EconoME
- Cultural Capital – Introduction to Politics
- Poetry Live Competition
- Safer Internet Day 2025
- Substance Abuse (Caffeine)
- Substance Abuse (Smoking and Vaping)
- Substance Abuse (Alcohol)
- Free Solo
- First Aid (British Red Cross)
- Philosophy 4 Children – Is Lying Ever OK?
- Study Skills
- Effective Revision Techniques and Time Management
- Entrepreneurship Feedback
- Assertiveness Dealing with Conflict and Pressure
- Introducing Duke of Edinburgh Award and CCF
- Creative Talent Showcase
- Transition to U4 – Managing Change

Middle School:

In U4 (Year 9) Pupils can expect to cover the following topics in PSHE

- Wellbeing and Transition to Middle School
- Navigating Social Media and Artificial Intelligence
- Getting to know each other – Bonding Day
- Challenging Discrimination
- British Values
- Equality Act 2010
- Bullying: Healthy and Unhealthy Friendships
- RSE – Relationship Values
- Social Influences and Social Media Usage
- F.R.I.E.N.D.S
- Catching Culture's Catfish (Led by Naked Truth)
- Celebration of Self (Led by Mrs Stuart and Mrs Hawkes)
- Challenging Negative Thinking
- Options – GCSE Fair and Plus One Presentations
- Sixth Form and Beyond - Careers
- Careers and Future Aspirations
- Health Responsibilities – Alcohol
- Health Responsibilities – Drugs
- Concussion Education and First Aid
- Oxclean
- RSE – Marriage and Relationships
- RSE – Parenting and Trust
- RSE – Menstrual Cycle and Menopause
- Creativity and Innovation Project

In L5 (Year 10) Pupils can expect to cover the following topics in PSHE

- Beginning GCSEs (led by HoS and HoY)
- Healthy Minds
- Getting to know each other – Bonding Day
- Challenging Discrimination – Social Media and Culture – Are We Lemmings?
- The Mind Can Become Unwell Too (Led by Dr Charlie Easmon)
- Self Defence – Urban Safety course (externally led)
- Influencers – Impact of Social Media and Advertising
- Body Image – Altered, Airbrushed and Unrealistic ... (Led by The RAP Project)
- Navigating Social Media and Artificial Intelligence
- Substances
- Vaping
- RSE – Working Out Relationships (Parts 1 and 2)
- Drugs (Led by Sabina Gray)
- Social Skills for Life
- Skills for Employment and Career Progression
- RSE Carousel 1
- RSE Carousel 2
- First Aid refresher
- 6th Form Subject Fair
- 5 to 6 – Transition - Preparing for Sixth Form (including tour of SFC)
- Revision and Assessment Guidance and Strategies
- Managing Peer Pressure in Relation to Illicit Substances
- RSE – FGM and HBV (Led by Oxford Against Cutting)
- RSE – Pregnancy and Miscarriage (led by Dr Vacarro and School Nurse)
- Human Rights
- Dealing with Exam Stress and Maintaining Work / Life Balance
- Careers - Application Writing and Interview Preparation
- Careers – Interviews
- Preparing for U5

In U5 (Year 11) Pupils can expect to cover the following topics in PSHE

- Embracing U5 (facilitated by HoY)
- Change, Loss and Grief
- Bonding Day
- Challenging Discrimination – Social Media and Culture – Standing up to Lemming Behaviours
- Financial Decisions (Led by Mr Vlachonikolis)
- Online Safety and our Relationships
- 5-6 Transition – Preparing for your Future
- Promoting Emotional Wellbeing
- Relationship Abuse and Domestic Violence (Led by Thames Valley Police)
- Mock Tales (Led by HoS and HoY)
- Effective Revision Techniques (led by Mr Vlachonikolis/Mrs Hawkes)
- International Womens Day Panel
- Safety and Consent
- Guided Revision
- Wellbeing Workshop
- Reflections on Mocks

- 5-6 Transition – Guidance (with the U6 Prefects)
- Staying Safe at Festivals (with input from Thames Valley Police)

NB U5 have fewer PSHE sessions as a result of study leave for mocks and public exams

Sixth Form:

The Sixth Form programme is a rolling two-year programme (the list reflects the offering 2023-2025).

Across their time in Sixth Form (Years 12-13) students can expect to cover many of the following topics in PSHE

- Transition – Thriving in Post-16 Education
- Getting to Know Each Other – tutor group bonding
- Portfolio Evidencing
- UCAS Planning
- Coppa Feel Boobette – Breast Awareness (led by the Boobettes)
- Bare Reality (led by Laura Dodsworth – McLellan Practice)
- Managing Risk and Personal Safety – scenarios
- Wellbeing Workshop (led by Georgia Emms)
- The Uni-verse – Transitioning to University and Staying Safe (led by The Rap Project)
- Relationship Safety (using the Alice Ruggles trust Resources)
- Drugs, Alcohol – A Slow Crash (led by Ian Mahoney)
- Solo Travelling – managing personal risks and safety
- Employment Rights and Responsibilities
- Sexual Health, Consent and Contraception (led by Oxfordshire sexual Health service and the Terence Higgins Trust)
- Media Literacy and Digital Resilience – Adulthood Online (led by Karl Hopwood / Childnet)
- #morethan selfie – Developing a Healthy Relationship with Social Media (led by The Rap Project)
- SAME Academy – Driving Awareness (led by SAME Academy)
- Preparing for Exams
- UCAS
- Making a Splash – Believing Anything is Possible; the power of positive mindset (Led by Leah Chowdry, McLellan Practice)
- Tax
- Study Skills – Revision Tips
- Independence and Safety in Adulthood
- Choosing the Right University Course (Led by Sheffield University)
- A Career in the Media (led by Geoff Cutmore)
- Building a Positive Relationship with Food and Your Body (led by Miss Leigh)
- Apprenticeships – Grace Jones (led by the Sixth Form Management Team)
- Student Life Talk (led by Headington Alumnae)
- Focus on Careers – Headington Connect, Degree Apprenticeships (led by the Headington Rye Development Team)
- You've Got This! (led by Laura Young – McLellan Practice)
- Mock Planning and Long Term Project Planning (led by Mrs Barrett)

- Making the Most of Mock Feedback
- Preparing for Careers that don't exist yet
- My Personal Finance (external speaker)
- Gut Health – Nutrition (led by @whatyourdoctoreats)
- Fostering a Positive Relationship with Food (Nourishu)
- Tackling Violence Against Women and Girls
- Pornography: Sex in Your Pocket (led by Dr Charlie Easmon)
- Life at University / World of Work (led by Hos and HoY)
- What we wish we were told before leaving school (led by the Sixth Form Team)
- Consent – Responsibilities and Consequences
- Consent – Communicating Wants and Needs
- Consent – Unwanted, illegal and inappropriate behaviour

NB Sixth Form have fewer PSHE lessons as a result of study leave for mocks, school exams and public exams. Time is also set aside preparing for UCAS applications.

Appendix B – Parent Consultation Questions

The following questions were submitted by parents through an online consultation in October/November 2024 and addressed in the PSHE / RSE Podcast shared with parents on 17th January 2025. A recording of the podcast can be found [here](#).

1	<p>Would it be possible to talk/discuss the various identities/genders, just lightly, in a positive way and encourage inclusion, please?</p>
2	<p>How will you ensure that discussions and presentations make it clear that (1) gender identity is not a protected characteristic under the Equality Act 2010 and (2) gender identity is a contested concept, the origins of which (the experiments of John Money, Johns Hopkins University etc) should be freely discussed.</p> <p>How will you protect the rights of girls whose understanding of sexuality as intrinsically ordered to marriage and family, and chastity as something precious, is integral to their faith perspective, while being largely contrary to (and mocked by) the prevailing culture?</p>
3	<p>How are the policy's aims integrated into other school policies? For example - In terms of challenging misogyny, is there a staff dress code? Does it incorporate for example Botox, facial fillers, nail art, hair colour, tattoos, piercing? Is it applied regardless of staff gender?</p> <p>In terms of healthy behaviours, how is inclusivity in team sport encouraged in school?</p> <p>In terms of encouraging girls to develop social skills, are headphones allowed in school? If so, under what circumstances?</p> <p>How are girls encouraged to collaborate outside their own friendship groups?</p>
4	<p>The school has good coverage of discussion of sexual relationships within its aims for PSHE. One of the aims is "Provide pupils with knowledge of how to gain access to confidential sexual health advice, support and if necessary treatment". There should be an additional aim of "Provide pupils with knowledge of how to gain access to confidential advice and support after experiencing sexual violence". It's really important that all women and girls are signposted to accessible sources of support as many of them will experience some form of sexual violence during their lifetime.</p>
5	<p>I commend the school for its use of local organisations, such as TVP and Oxford Against Cutting. Although I was surprised to see that Survivor Space Oxfordshire</p>

	<p>wasn't mentioned. I'd like to see coverage in the policy of how to seek support and the options available to girls who've experienced sexual violence.</p>
6	<p>I know that PSHE lessons are delivered in a particular slot, usually by the form tutor. Sometimes, I think this can make the lessons less effective. As a teenage girl, I probably wouldn't feel very comfortable discussing issues like consent with a male teacher who is much older than me. There are certain topics that may be more effectively delivered by outside providers and a more constructive discussion may be possible with an outsider that the girls don't know in a day to day capacity.</p>
7	<p>With issues around consent, I think it's also really important to consider students' right to withdraw from discussions they don't feel comfortable with. Often, PSHE and SRE is focussed on reaching at risk students, and as a result, many other students may be exposed to topics they feel uncomfortable with such as pornography. When teaching students about consent, it's important that they all feel able to set their own boundaries by withdrawing from topics they find uncomfortable, otherwise we risk undermining that message.</p>