



Framlingham College

Personal Social Health and Economic Education (including Relationships and Sex Education) Policy

RESPONSIBILITY	DEPUTY HEAD PUPILS (FCSS)
WRITTEN & REVIEWED BY	Heads of PSHE (Senior School and Prep School)
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Table of Contents

1. Introduction	2
2. Right to withdraw.....	2
3. Intent	2
4. Implementation.....	4
5. Organisation/provision.....	7
6. Early Years Foundation Stage	8
7. Teaching PSHE (including RSE) to children with special needs	9
8. Equality and Diversity.....	9
9. PSHE (including RSE) and ICT.....	9
10. Assessment and Recording	9
11. Resources.....	10
12. Monitoring and Review	11
Appendix 1 – EYFS Ages and Stages:	11
Appendix 2: Useful Links	13

1. Introduction

Our PSHE (including RSE) programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Framlingham College, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Jigsaw Scheme of Work at the Prep School and the PSHE Association Secondary Schemes of Work Planning Toolkits at the Senior School. Our programme of study not only reflects the specific needs of our pupils but also the universal needs shared by all pupils in preparing for their future.

Relationship and health education will be taught as part of our PSHE (including RSE) curriculum. Up until Year 6, we are not required to provide sex education apart from the elements included in the primary science curriculum. As part of their PSHE (including RSE) education, pupils in Years 5 and 6 will receive age-appropriate sex and relationship education lessons.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school approach. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work, but is also re-enforced through many opportunities within the informal curriculum. For further information about SMSC at Framlingham College, please refer to our separate 'SMSC Policy'.

2. Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE (including RSE) up until three terms before the child's 16th birthday. To understand what the pupils will be taught, parents written to at the start of each year with an outline of the RSE elements of the curriculum. Parents should contact the Heads of PSHE to discuss further and make a decision in the best interests of the child.

3. Intent

Our school's overarching intent for our pupils is to provide a personal, social, health and economic, relationships and sex education programme of study which ensures all pupils are provided with:

- **Positive teaching with careful sequencing, flexibility, relevance and responsiveness, skilled delivery and a whole-school approach**
- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and, if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives;
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy;
- accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- Ensure teaching is inclusive, safe and respect differences (including protected characteristics)
- parents will be consulted and engaged and school will respond to parental feedback on a case by case basis

Our pupils will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies. We will also be aware of topics that may be difficult for some pupils and make adjustments and allowances as needed.

We work by these ground rules in PSHE (including RSE) lessons:



Guiding principles for the RSHE curriculum

- Engagement with pupils (pupil voice)
- Engagement with parents/carers (transparency around content)
- Positivity: focus on healthy relationships, positive behaviours not just avoidance of harm
- Careful sequencing: teaching topics at age/stage appropriate times and building knowledge over time
- Relevant and responsive: the curriculum must adapt to emerging issues and local context
- Skilled delivery of participative education (active, interactive methods)
- Whole-school approach: RSE linked to safeguarding, pastoral support, wider context of school life

4. Implementation

Prep School

Structure of teaching

The PSHE Curriculum is taught through weekly, defined classroom lessons (from EYFS through to Year 8). As well as this, there continues to be a variety of other related learning opportunities (within the informal curriculum and wider ethos of the School) that further supplement the learning opportunities attributed with PSHE. Anti-bullying Week, as well as Wellbeing Week, Wellbeing Lessons, supplement the provision of PSHE for our Prep School pupils.

In the classroom, the delivery of PSHE lies with the Head of PSHE (from Year 1 to Year 8) and the form tutor (EYFS). The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The Head of PSHE is responsible for updating and evaluating the curriculum content and ensuring that this is shared with all relevant staff. Ongoing support and guidance are always provided for staff, especially where a sensitive topic is planned.

The Prep School PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, age- appropriate, inclusive and meeting the teaching and learning requirements of the pupils. Whilst the three PSHE themes are structured and set-out evenly across the terms, there may be occasions when the order of coverage needs to shift, so as to adapt to the needs of the pupils and any external factors.

The PSHE Curriculum in the Prep School is planned and developed up on the six core themes from the Jigsaw Curriculum. These include: Me and My World, Celebrating Differences, Goals and Dreams, Healthy Me, Relationships and Changing Me. These are also referenced against the guidance from the PSHE Association and include the key additions and clarifications in the new RSHE guidance 2025

Core Theme 1: Me and My World

Topic areas:

- *Help others to feel welcome*
- *Try to make our school community a better place*
- *Think about everyone's right to learn*
- *Care about other people's feelings*
- *Work well with others*
- *Follow the PSHE guidelines*

Core Theme 2: Celebrating Differences

Topic areas:

- *Accept that everyone is different*
- *Include others when working and playing*
- *Know how to help if someone is being bullied*
- *Try to solve problems*
- *Try to use kind words*
- *Know how to give and receive compliments*

Core Theme 3: Dreams and Goals

Topic areas:

- *Stay motivated when doing something challenging*
- *Keep trying even when it is difficult*
- *Work well with a partner or in a group*
- *Have a positive attitude*
- *Help others to achieve their goals*
- *Work hard to achieve their own dreams and goals*

Core Theme 4: Healthy Me

Topic areas:

- *Healthy Choices*
- *Balanced, healthy diet*
- *Being physically active*
- *Keep ourselves and others safe (including online)*
- *Enjoy healthy friendships*
- *Keep calm and deal with difficult situations*

Core Theme 5: Relationships

Topic areas:

- *Families*
- *Solving friendship difficulties*
- *Including others in a group*
- *Showing respect*
- *Positive relationships*
- *Ask for help when hurt*
- *Safe online*

Core Theme 6: Changing Me

Topic Areas:

- *Everyone is unique*
- *Feelings when change happens*
- *Understand and respect changes*
- *Who to ask for help if worried about a change*
- *Look forward to change*

Senior School

The scheme of work has core themes, the same for each key stage, these are taught through one, 45 minute lesson per week for Years 9-11. Lessons are taught by part of the pastoral team and are supported through the occasional one-off lectures delivered by external speakers. The PSHE Scheme of work for the Senior School can be found here:

Year 9

Year 10

Year 11

Whilst PSHE (including RSE) is split into separate core themes, in reality there will always be extensive overlap. PSHE (including RSE) education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. It is also important to provide a varied programme that has the ability to talk about relevant issues that surround either the school as a whole or those facing individual year groups. We feel that PSHE (including RSE) education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Fundamental British Values

British Values are an important part of the PSHE programme, they are integral in everything discussed within the Scheme of Work. The British Values are weaved into the PSHE and RSE ground rules highlighted within the ground rules in section 3 of this policy.

Senior School

In the senior School the workbooks used by the pupils have the British Values highlighted at the start of each lesson and the plenary of each is to discuss which of these have been used within the lesson and how they have been used.

Prep School

In the Prep School, the Schemes of Work show where British Values are taught as part of the curriculum. They are highlighted as part of 'Celebrating Differences' and 'Being Me in My World' and 'Relationships'.

5. Organisation/provision

We teach PSHE (including RSE) in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by members of the school's pastoral team or those with PSHE teaching experience and expertise, using the scheme of work developed from the Jigsaw programme and the PSHE Association's Toolkits.

Elements of PSHE (including RSE) are also covered through other areas of the school's curriculum; e.g. Religious Education, Science, English, Wellbeing and our Assembly programme.

In addition, PSHE (including RSE) is developed through whole-school activities and events:

- The FLOW skills programme, taught in tutor groups by tutors.
- Our school council; the representatives from each class meet regularly to discuss school matters.
- Prefect meetings: the prefects meet weekly to discuss and support school matters
- Mentoring schemes: Year 6 mentor the Pre Prep through the Pre Prep Buddies and Year 6, 7 & 8 work in mentoring groups

- Residential visits where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed days and weeks with particular focus on values such as kindness and online safety for example
- Visiting speakers and workshops.
- A variety of clubs and activities.
- The school values of Integrity, Courage and Kindness are referenced throughout the school day and into the assembly and chapel programme.

RSE

Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, consent, human sexuality and sexual health in an age appropriate and sensitive way. RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

At Framlingham College, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of our school. Children will be taught in mixed whole class groups, as well as single sex groups when appropriate. Smaller working groups that will promote discussion will also form part of this series of lessons.

At Framlingham College, the teachers responsible for teaching RSE are trained and competent in delivering appropriate lessons where they can manage the teaching process, set ground rules, and treat it as a proper subject, monitoring, assessing and evaluating what children learn. The children will be encouraged to have open conversations with reliable adults.

At Framlingham college, pupils will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on the children learning that relationships should always be loving, equal and safe.

Parents can have a copy of the curriculum and learning objectives, which are in the appendices below. Parents are also encouraged to raise any concerns or to contact the Heads of PSHE if they want to raise any concerns or ask any questions.

6. Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE (including RSE) is taught as an integral part of the topic work covered during the year. We relate the PSHE (including RSE) aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the Foundation Stage are placed in pastoral groups and attached to a key adult,

daily pastoral group activities always have many PSHE (including RSE) elements incorporated into them. (For EYFS Ages and Stages see Appendix 1)

7. Teaching PSHE (including RSE) to children with SEN

All pupils, regardless of their needs must be part of the PSHE (including RSE) programme as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE (including RSE) we consider the targets set for the children in their Learning Support individualised plans, some of which may be directly related to PSHE (including RSE) targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Equality and Diversity

At Framlingham College, PSHE (including RSE) education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access our PSHE (including RSE) education provision, in accordance with the Equality Act 2010. Within the workbooks in the Senior school, there will be a translation of key words into the primary languages spoken by the different pupils in the school, Spanish and Chinese. This will naturally evolve with the structure of the school community and other languages may be added to enable pupils to access the courses as easily as possible.

9. PSHE (including RSE) and ICT

Learning in PSHE (including RSE) will compliment learning in Computing, where the children will develop a sense of global citizenship by the safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. We also teach digital literacy as part of our Flow Skills programme and in stand-alone computing lessons. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10. Assessment and Recording

An important part of PSHE (including RSE) teaching is that we learn where the pupils' starting points are and build from there. Continual assessment through discussion, self assessment and

other forms of work enables to the teacher to develop the most appropriate learning opportunities to suit the pupils.

In PSHE (including RSE) there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Pupils have a specific PSHE (including RSE) folder, where they collate their work throughout the year and a tutor booklet and flow skills booklet where they can evidence their learning and personal development.

11. Resources

Resources for PSHE (including RSE) are generally saved in FCSS or Prep School Teaching Staff under PSHE. Physical resources are kept with the Head of PSHE or relevant members of the department. The school is a member of the PSHE Association, an excellent source of information and support which is endorsed by the Department for Education and includes curriculum guidance, lesson plans, resources and continuing professional development (CPD) training.

The Prep School has a subscription to the Jigsaw PSHE programme which has an extensive range of resources, lesson plans, videos and articles

Parents/carers will be given transparency of available materials on request and consulted in the development and review of the RSHE curriculum. Where sex education is delivered beyond the compulsory elements, parents have the right to request withdrawal of their child from that part of the programme

Staff Development

The school recognises the importance of training and keeping staff updated with the latest developments in curriculum and school management. Training is organised regularly by the Heads of PSHE and they also meet annually. Important updates regarding the Curriculum are also conveyed through Staff Briefings and INSETs. Teaching Staff are also encouraged to attend any relevant CPS training events that may further support their delivery of PSHE.

Resources for staff CPD include:

https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health?fbclid=IwAR02rpS7sh7i13DtyN4nNrccrVIOIDcoRaXNAYdk_OaIRNoK008a9QSXHFI#train-teachers-on-relationships-sex-and-health-education

It is the department's view that keeping the resources up-to-date and relevant is important in delivering a successful PSHE (including RSE) programme and these are reviewed and updated regularly by different members of the PSHE (including RSE) department.

12. Monitoring and Review

The Heads of PSHE (including RSE), Deputy/Assistant Heads, Pastoral and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE (including RSE), by giving them information about current developments in the subject, providing appropriate funding and time for continuing professional development and reviewing practice.

We will monitor and evaluate RSHE delivery, including through pupil and parent feedback, and will adapt resources and teaching accordingly. Staff receive regular professional development to keep abreast of emerging issues (for example new online harms) and deliver RSHE sensitively and inclusively

The policy was written in January 2021 and has been updated in November January 2026 by the Heads of PSHE at Prep and Senior School to incorporate the revised guidance that was published by the government in July 2025 for teaching to start in 2026 and will be reviewed annually and in line with any relevant government changes. It is up to date with current guidance from the Government and Department for Education. and information can be found [here](#)

Appendix 1: EYFS Ages and Stages:

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	- To select and use activities and resources with help. - To welcome and value praise for what they have done. - To enjoy the responsibility of carrying out small tasks. - To be more outgoing towards unfamiliar people and more confident in new social situations. - To be confident talking to other children when playing and communicate freely about own home and community. - To show confidence in asking adults for help.
		Managing Feelings and Behaviour	- To be aware of own feelings and know that some actions and words can hurt others' feelings. - To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. - To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. - To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	- To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - To initiate play, offering cues to peers to join them. - To keep play going by responding to what others are saying or doing. - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	- To tell adults when hungry or tired, or when they want to rest or play. - To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. - To usually manage washing and drying hands.

			To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	- To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life. - To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	- To be confident to speak to others about own needs, wants, interests and opinions. - To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	- To explain own knowledge and understanding, and ask appropriate questions of others. - To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	- To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. - To be aware of the boundaries set and of behavioural expectations in the setting. - To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	- To eat a healthy range of foodstuffs and understand a need for variety in food. - To usually be dry and clean during the day. - To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. - To practice some appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Appendix 2: Useful Links

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-sex-and-health-education-guides-for-parents)

[Home | www.pshe-association.org.uk \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

[Relationships & Sex Education in Schools | RSE - Get It Right! \(rse-get-it-right.org.uk\)](https://rse-get-it-right.org.uk)

[Jigsawpshe.online](https://jigsawpshe.online)

Appendix 3: Communication with Parents

[Prep school communication](#) to parents

[Medium Term Plans for parents](#)

Appendix 4: Values and worries



British Values

Democracy

- Pupil Voice
- School Council

"I can have a say and influence how the school runs through pupil voice and student council."
"I get to vote on important and topical issues in lessons."
"I can influence our lessons through answering and asking questions and participating fully."



Rule of Law

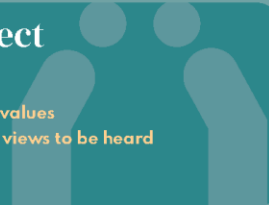
- School Behaviour Policy applied consistently and fairly to all pupils
- Rewards for positive behaviours
- Consequences when rules are broken

"I recognise that school's rules mirror the rules found in wider British society."
"I understand that we must fulfil the school's behaviour expectations to create a safe and positive school environment."
"I understand that there are consequences if rules are not followed."



Mutual Respect

- Respecting all views
- Linked to our school values
- Allowing everyone's views to be heard
- Bully-free pledge



Tolerance

- Working together
- Learning about people from different religions and none
- 'True Colours' Club
- Learning about diversity in everything that we do



"I treat others how I would wish to be treated."
"I respect all members of our school community."
"I understand that bullying of any kind is unacceptable."
"I listen in class to the views of others and do not speak over the teacher or our classmates."

"I enjoy learning about different cultures and world views."
"I listen with respect to the opinions of others."
"I am committed to respecting the diversity within our school and understand that intolerant language is unacceptable."
"I am happy to work together with people who are different from me."

Individual Liberty

- Allowing pupils choices and freedoms within lessons and wider school
- Educating pupils about their rights and freedoms and helping pupils to exercise these rights safely through RSE, cyber security and wellbeing lessons
- Giving pupils opportunities in lessons and tutor time to discuss their own ideas and beliefs about important issues

"I am free to hold and voice my own opinions."
"I am given regular opportunities in school to voice my opinions."
"I am free to make choices that affect me and recognise I am accountable for the decisions I make."



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COLLEGE

WHERE EVERY PUPIL CREATES THEIR OWN STORY

Who can help if I have a worry?

Face to Face	Welfare Team	Telephone	Online
 Parents or Carers Housemaster/Housemistress Matrons Your Tutor Your Teachers Sports Coaches School Nurses Counsellors Rev B Office Staff Any Trusted Adult	 Mr Mothersole Mrs North Mr Hastings Mrs Williams Mr Ashton Mrs Bloore The Medical Team	 Childline: 0800 1111 The Children's Rights Commissioner: 0800 528 0731 Our Independent Listener, Karina Cavalcanti: 01728 768549 Framlingham GP Surgery: 01728 723627 The Suffolk Safeguarding Partnership: 0800 808 4005 Text: Shout 85258	 Internal Email Address: worry@framlinghamcollege.co.uk Karina Cavalcanti: kecav3@gmail.com Childline: childline.org.uk Report Online Abuse: www.ceop.police.uk

Further resources can be found in the Berners Library.



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WHILE EVERY Pupil, CREATES THEIR OWN STORY

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