

RADLEY

**PSHE Education Handbook
and RSE Policy**

September 2026

Contents

What is Personal, Social, Health, and Economic education (PSHE education)?	3
Why does Radley value PSHE education?.....	3
At Radley our aims are to:.....	3
Core themes of our PSHE education Programme of Study	4
Overarching concepts of our PSHE education Programme of Study	4
How PSHE education is taught at Radley – a whole-school approach	5
Accessibility of the curriculum for both SEND pupil and EAL pupils	7
External Agencies	7
PSHE education Schemes of Work (Lower School Form Masters)	8
Sixth Form: New Perspective.....	9
RSE (Relationships and Sex Education) Policy.....	14
Engagement with Pupils and Parents	15
Wellbeing in the Digital Environment and Staying Safe Online	15
Resources and collaboration with other schools	15
How does Radley monitor the quality of pupil learning and understanding?	16
Skilled Delivery	16
Appendix 1: An example of a lower school session plan	17
Appendix 2: An example of a 6.1 RSE Quiz	19
Appendix 3: An example of a Remove RSE Quiz	22
Appendix 4: An example of a Shell Health Quiz	25
Appendix 5: Extracts from a Remove RSE Questionnaire monitoring learning and understanding ahead of a talk	28
Appendix 6: Information and resources regarding Sex and the Law	30
Consent	31
Sixth Form	34

What is Personal, Social, Health, and Economic education (PSHE education)?

Personal, social, health, and economic (PSHE education) education is a planned, developmental programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. **As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals**, family members and members of society. Central to our PSHE education provision is the promotion of Healthy Living and Safeguarding (see separate policies).

Why does Radley value PSHE education?

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, to their behaviour and safety, and to the school's statutory responsibility to promote pupils' wellbeing. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

PSHE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, ability 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, 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.

At Radley our aims are to:

- promote the happiness, well-being and resilience of our pupils.
- encourage in pupils a sufficient understanding to develop as rounded, fulfilled individuals and as responsible citizens.
- develop Radleians' confidence and responsibility and to make the most of their abilities.
- develop an understanding of the health-related benefits of physical activity and a healthy and safe lifestyle.
- develop good relationships and to respect differences between people.
- Develop personal characteristics as outlined in the Code of Conduct
<https://www.radley.org.uk/wp-content/uploads/2023/05/CodeOfConduct.pdf>

Core themes of our PSHE education Programme of Study

The Radley PSHE education programme is closely **modelled on the PSHE Association Programme of Study** and covers all topics specified in the **statutory guidance for RSE and Health Education (published 15 July 2025)**.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The programme is based on three core themes: 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World, expressed as areas of core knowledge, understanding, language, skills and strategies. Within these core themes there will be broad overlap and flexibility to ensure **a dynamic curriculum and a curriculum which is carefully sequenced**.

Health and Wellbeing includes education about how to maintain physical, mental and emotional health and wellbeing, including sexual health. Pupils are shown how to assess and manage health risks and to stay, and to keep others, safe. They are told how to identify and access help, advice and support; how to make informed choices about health and wellbeing matters including drugs, alcohol, nicotine and vaping; how to maintain a balanced diet; the importance of physical activity; the importance of hygiene, the importance of emotional health and wellbeing and sexual health; how to respond in an emergency including administering first aid; and the role and influence of the media on lifestyle.

As part of the programme on **Relationships** pupils are taught how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts; how to recognise and manage emotions within a range of relationships; how to deal with risky or negative relationships including all forms of bullying and abuse (including sexual), other types of violence, and online encounters; the centrality of consent in a variety of contexts (including in sexual relationships); how to manage loss including bereavement, separation and divorce; the importance of respecting equality and how to be a productive member of a diverse community; how to identify and access appropriate advice and support; how to be resilient in the face of life's challenges; how to adopt a growth mindset rather than fixed mindset.

The final part of the programme of study, **living in the wider world**, teaches pupils about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy; how to make informed choices and be enterprising and ambitious; how to develop employability, team working and leadership skills and develop flexibility and resilience within the economic and business environment; how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Overarching concepts of our PSHE education Programme of Study

The core themes outlined above provide a context to progressively expand and enrich both transferable skills and the following overarching concepts:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)

- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (how it is to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms including Protected Characteristics)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

How PSHE education is taught at Radley – a whole-school approach

Personal, social, health, and economic education is a well-respected and integral part of Radley's curriculum that incorporates many academic subjects, and to which all teachers are committed. A holistic approach to PSHE education is part of the fabric of the Radley ethos. Similarly, the spiritual, moral, social and cultural development of boys at Radley is the concern of every teaching don as much as house tutors, sub-tutors, pastoral housemistresses, and health centre staff. The DSL, Health and Fitness Director, Director of Digital Strategy, Health Centre staff and the Heads of Year meet individually or collectively with the Head of PSHE education throughout the year to discuss the continuing development of PSHE education provision within the school and to organize the programme of talks, lectures and workshops. The Head of PSHE education and the Heads of Year keep all staff abreast of new developments in PSHE education through regular email bulletins and through face-to-face CPD. All Form Masters attend INSET (which includes both PSHE education and Safeguarding) at the beginning of the Michaelmas Term. The Head of PSHE education provides detailed PSHE education session plans and resources to Form Masters, and the dynamic nature of the programme, which responds to current events, is one of its strengths. The Library maintains an extensive collection of PSHE education resources available to both staff and pupils.

Delivered in a variety of ways (see below), the PSHE education curriculum is being constantly updated and developed, in accordance with pupils' needs, and it underpins every aspect of life in this busy boys' boarding school. Results of regular surveys (**see Appendices**) and informal discussions, with both staff and pupils, inform the changing content. The emotional wellbeing of the boys is at the heart of the programme.

1. Form Masters' period

Form Masters meet twice a week with a small, social-based group of pupils, and follow a programme of discussion topics. This small, close and unstreamed grouping promotes engagement, individual response and thought about the range of topics covered. Detailed session plans (**see Appendix 1**) and a variety of resources including articles, video clips and films (selected by the Head of PSHE education) are used. These plans and resources are stored in the Staff PSHE SharePoint. Emphasis is placed on using **quality, evidence-based, and age-appropriate teaching resources**. The topics include bullying, self-esteem, making informed decisions, safe online behaviour, living together and respecting others for the shells; addictions, sexualisation of the media, internet safety, and economic

awareness for the removes; and sexuality, social responsibility, mental health and managing stress and anxiety, career choices and ethics for the fifths. The sixth form programme focusses on preparing pupils for life beyond school. There are regular talks on preparing for life at university (including forming healthy sexual relationships) and in the workplace, and also talks designed to challenge and develop their experience and understanding of their role in society.

2. Academic subjects

While the impact of the biology curriculum is undeniable and its contribution to PSHE education invaluable (it explores a wealth of topics including smoking, vaping, drugs, puberty, contraception and disease), many other subjects contribute to the holistic approach including Politics and Economics (democracy, finance), Modern Languages (healthy lifestyle, ethical dilemmas, addiction), Sciences (sexual reproduction) History (racism, equality and diversity) and Religious Education (ethics, citizenship, marriage and faith perspectives in relation to RSE). In addition, the Head of PSHE education works with the Head of English to select set texts which support the overarching concepts of PSHE education.

3. Social prayers

Every Wednesday evening each Social meets together (pupils, tutor, sub-tutors and PHM) and often a visiting don or a pupil will deliver a short address with a moral theme, or a strong message regarding social responsibility, emotional well-being, self-esteem etc.

4. Year Group Talks

The PSHE education department prides itself on the exceptional standard of PSHE education talks given to every year group. Most of these are given by 'in-house' experts such as the Lead Nurse, the Head of PSHE and the Head of Futures (Careers). Each year will attend a minimum of two PSHE education talks each term except for examination year groups in their summer term.

5. Activity days

The fifth form 'Futures' Programme plays a crucial and welcome role in developing this year group's understanding and experience of many key PSHE education topics. Healthy lifestyles, sexualisation of the media, emotional wellbeing, respect for others, careers advice, and financial planning are just a few of the topics explored. Similarly, Shells take part in a Business Game, 6.1s have a careers conference, and many outings are organised that feed into PSHE education.

6. Extra-curricular activities

The Wednesday afternoon programme includes activities such as caring for the elderly, CCF, and clubs and societies such as Philosophy, Debating, and the LGBT+ Discussion Group encourage reflection and consideration of a whole range of topics. The Duke of Edinburgh Award provides opportunities for personal well-being and growth.

7. Cocoa, chapel, form evenings

These are the fora in which the spiritual, moral, social and cultural development of pupils happens in a more discreet and sensitive manner. Tutors and Sub-Tutors have informal yet vital discussions over cocoa and biscuits, homilies at chapel services provide challenges and thought-provoking ideas, and form evenings can be a safe and private time to explore and discuss further.

8. Individual health-related fitness assessments and advice

Radley is committed to providing all students with an opportunity to participate in a variety of enjoyable and fulfilling sporting and activity programmes. We also aim to promote the health benefits associated with regular physical activity and a healthy lifestyle through a new health assessment initiative; all boys will be given an opportunity to receive health related fitness assessments and advice. The goal of Radley is to help students, through education and experience, to adopt a positive life-long attitude towards a healthy lifestyle and physical activity.

9. Sixth Form CEP (Curriculum Extension Programme)

The aim of the CEP is to offer opportunities for pupils to pursue Independent Learning and provides a challenging intellectual experience, largely beyond examination specifications. Every 6.1 pupil will select an elective, which will provide a wealth of opportunities to broaden their intellectual, cultural and spiritual horizons. Many pupils follow the Extended Project Qualification (EPQ) pathway which enables pupils to explore an individual topic of research; recent topics have included the ethics of Chinese sports training camps, the development of instrumental playing in South American favelas and the potential for using Ebola as a chemical weapon. Other electives include Chinese Cultural Studies, a mini-MBA and LAMDA Speaking examinations.

10. Health Centre

The medical team are central to the provision of PSHE education. Each member of the team contributes to talks including talks on pornography, and alcohol and drugs: harm prevention. Every term there are temporary PSHE education displays in the waiting area, for example on basic first aid and on mental well-being.

Accessibility of the curriculum for both SEND pupil and EAL pupils

Where Form Masters are delivering PSHE/RSE lessons the individual teacher can adapt both the method of delivery and the resources used, in order to meet the particular needs of every pupil in the group. Each session plan provides options to allow for accessibility for both SEND and EAL pupils. All Form Masters will view the SEND/EAL profile of pupils in their form group in the school database. Where external agencies are delivering PSHE/RSE lessons, the Head of PSHE previews all materials used to ensure that the session is accessible to all pupils.

External Agencies

Whilst most PSHE/RSE talks are given by internal specialists, some talks are given by leading UK specialists including Debbie Melton (*ItHappens*), Dr Sam Dockree (*Oxford University Hospital*), Karl Hopwood (*esafetyLtd*), Oddballs (*testicular cancer*), and Dick Moore (*The Charlie Waller Memorial Trust*). **Where external agencies are delivering PSHE/RSE talks, the Head of PSHE previews all materials used to ensure that the session is accessible to all pupils and that it is evidence-based and age-appropriate.**

PSHE education Schemes of Work (Lower School Form Masters)

The aim of PSHE education in the Shell, Remove and Fifth Form should be to allow development of ideas in discussion groups led by the Form Master. The Form Master is not expected to be an expert in these fields but, as an informed adult, should be able to prompt lively and productive discussion. Pupils should start to appreciate some of the decisions that could face them now and in later life.

The PSHE education Schemes of Work on pages 10-14 are examples of termly schemes and exact dates, venues, and talks and speakers, change each academic year to best meet the demands of each year group.

Shells: Looking after each other

1. Bullying (including cyberbullying - Physical & mental cruelty by groups and by individuals)
2. Responsible and safe use of the internet and social networking sites (including AI, AI Chatbots, Deepfakes)
3. Relationships and Living together
 - a. Encouraging self-esteem
 - b. Building self-confidence
 - c. Respecting others paying particular regard to protected characteristics
 - d. Healthy (intimate) relationships (families, gender and sexuality, LGBTQ)
 - e. Consent
 - f. Pornography
4. Healthy Living (hygiene, sleep hygiene, eating, exercise, addiction, Gillick competence)
5. Coping with difficulties – one's own or a friend's
6. Making informed decisions (future planning/introduction to careers)

Removes: Looking after Oneself

As well as continuing to look at areas covered in the Shell year, topics that are covered in more depth include:

7. Addiction and abuse (alcohol, smoking and vaping, gambling, pornography)
8. Drugs (awareness and harm reduction)
9. Resilience and coping strategies (mental health awareness)
10. Respecting others paying particular regard to protected characteristics
11. Relationships and Sexual Health (gender, sexuality, LGBTQ, consent, STIs, safe sex)
12. Positive masculinity
13. Sex in the media and pornography
14. Writing a CV and thinking about the future/careers
15. Employment and Equality (including Equality Act 2010: Protected Characteristics)
16. Economic awareness (managing money, recognising financial risk)

Fifth Form: Looking After Others

1. Relationships and Sexuality (gender and sexuality, STIs, contraception, LGBTQ+)
2. Sexualisation of the media
3. Pornography (including violence in relationships, strangulation and suffocation)
4. Responsibility in Society (careers, equality of opportunity, human rights, financial awareness)

5. Mental Health (including depression and anxiety)
6. Positive masculinity (including incels)
7. Discrimination (tackling stereotypes)
8. Respecting others paying particular regard to protected characteristics

Sixth Form: New Perspective

In addition to attending variety of PSHE talks given by external speakers, each sixth form pupil will participate in six bespoke workshops given by 100&First [100&First](#). Each workshop focuses on building resilience and on fulfilling potential.

Date	Shells Health and Wellbeing	Removes Relationships	Fifths Living in the Wider World	Sixth Form New Perspectives
MICHAELMAS TERM Wednesday 4th September 9.20am (following Assembly)	Session One Getting to know one another, understanding timetables and finding your way	TALK: JSM (Silk Hall)	Session One (a): Welcome back, priorities and SMART goals	1.20pm 6.1: TALK SR (Theatre)
Friday 6th September 1.30pm	1.30 TALK: SLN (SLT) Establishing good relationships, both face to face and online, safeguarding	Session One Planning for the year ahead: identifying personal strengths, weaknesses, SMART goals	Session One Moving On: Legal rights at 16, auditing personal skills and qualities	6.1: A Level Choice 6.2: TALK: JSM (Theatre)
Friday 13th September 1.30pm	1.30 TALK: Alex Gilley and Sarah Turner, Health, Wealth and Happiness	Session Two Internet Safety and Social Networking 'Matt thought he knew'	1.30 TALK: Ben Lyttleton, Modern Masculinity and Identity (Theatre)	1.30 TALK 6.1: James Naylor (OR) Being an Entrepreneur (a focus on skills and finance) SLT
Wednesday 18th September APT 1 (1605)	Interim reports Setting personal targets	Interim reports Setting personal targets	Session Two Preparing for Exam Success follow-up and time management	Interim 6.1 reports Setting personal targets
Michaelmas weekend				
Friday 27th September 1.30pm	Session Two Safe and considerate use of IT continued	1.30 TALK: Zoe Shuttleworth, Substances and Harm Reduction webinar	Interim reports and an opportunity to catch up on the news	Interim 6.2 reports Setting personal targets
Friday 4th October 1.30pm	Session Three News Review: Looking beyond Radley (including 'Fake News')	Session Three An introduction to Drugs	Session Three Citizenship	1.30 TALK: 6.2 and 6.1 100&First Workshop
Friday 11th October 1.30pm	Session Four Success in September: Self Evaluation	Session Four Legal and Illegal Drugs: knowthescore	1.30 TALK: Nath Fernandes, Disability Awareness (Theatre)	
Thursday 17th October 8.30am	Form Focus	Form Focus	Session Four Follow up discussion on Disability Awareness	
Leave Away				
Friday 8th November 1.30pm	Interim reports Setting personal targets	Interim reports Setting personal targets and reviewing SMART goals	1.30 TALK: DJP, Future Planning and Careers, (Theatre)	Interim 6.1 reports Setting personal targets
Friday 15th November 1.30pm	1.30 TALK: Chloe Combi, Relationships (Theatre)	Session Five An Introduction to Emotional Resilience	Interim reports Setting personal targets	Interim 6.2 reports
Wednesday 20th November APT 1	Session Six Just Like Us follow up discussion	Session Six Building Emotional Resilience	An opportunity to discuss issues raised in Careers talk	

	<i>Advent Weekend</i>			
Friday 29th November 1.30pm	Session Seven – Do you eat healthily?	Session Seven Summary of topics covered this term and Declamation choice	Session Five Human Rights	1.30 TALK: 6.2: Dick Moore, Male Mental Health CWMT (Theatre)
Friday 6th December 1.30pm	1.30 TALK: DJTS, Declamations and self-identity (Silk Hall)	Exams	1.30 TALK: Dr Nick Broughton, Developing Good Mental Health (Theatre)	
Friday 13th December 1.30pm	Self-Evaluation	An opportunity to discuss how exams went	An opportunity to discuss issues raised in the Mental Health talk	
Monday 16th December 2.30pm	End of term reports	End of term reports	End of term reports	End of term reports

Date	Shells Health and Wellbeing	Removes Relationships	Fifths Living in the Wider World	Sixth Form New Perspectives
LENT TERM Friday 5th January 8.30-9.00am	Welcome back Declamations	Welcome back Declamations	Welcome back Declamations	Welcome back Declamations
Friday 5th January 1.30pm	Session One: Self- Esteem and friendship	Session One Finance: Ethical Consumerism	1.30 TALK: Sarah Turner and Rob Gilley, Alcohol (Theatre)	
Friday 12th January	1.30 TALK A-E: Joe Sparks, Self Esteem and Identity (SLT)	Session two: Money Smart!	Declamations and looking ahead to A Level choices	1.30 TALK 6.1 and 6.2: 100&First Workshop
Friday 19th Jan - Monday 22nd Jan	Hilary weekend			
Friday 26th January	1.30 TALK F-K: Joe Sparks, Self Esteem and Identity (SLT) <i>Declamations: Semi- Finals List close</i>	<i>Declamations: Semi- Finals List close</i>	Interim Reports and Declamations <i>Declamations: Semi-Finals List close</i>	6.2 Interim Reports
Friday 2nd February	1115 TALK: Karl Hopwood (internet safety and sexting) (Theatre)	1200 TALK: Karl Hopwood (internet safety and sexting) (Theatre)	Session One Effective Revision	1.30 TALK: Karl Hopwood (internet safety and sexting) (Theatre)
Friday 9th Feb - Sunday 17th Feb	Leave Away			
Monday 19th February 8.30-8.50am	Careers Investigator	Session Three Introduction to Employment	Form Focus	
Friday 23rd February	1.30 TALK: Alex Gilley, Smoking and Vaping (Theatre)	1.30 TALK: DJP, Careers and CV Writing, (Silk Hall)	Session Two Motivation and setting yourself up for success	
Friday 2nd March	Session One Feedback on smoking talk, discussion leading on to alcohol	Session Four Working though individual CVs	MOCKS	1.30 TALK 6.1: STW Sports and Ethics (Theatre)
Friday 9th March	1.30 TALK: TJD, Making informed decisions (Theatre)	Session Five Employment and racial discrimination	MOCKS	1.30 TALK 6.1 and 6.2: Patrick Foster, Gambling and Addiction (Silk Hall)
Friday 16th March	Session Two Follow up on Making Informed Decisions talk	1.30 TALK: Head of Economics, an introduction to finance (Theatre)	Session Three Examination Debrief	
Thursday 22nd March 12pm	End of term reports	End of term reports	End of term reports Planning ahead to holiday work and structured revision	

Date	Shells Health and Wellbeing <i>Firefly</i>	Removes Relationships <i>Staff Departments</i> <i>Folder: PSHE</i>	Fifths Living in the Wider World <i>Staff Departments Folder:</i> <i>PSHE</i>	Sixth Form New Perspectives
SUMMER TERM Wednesday 24th April 9.15am	Session One Welcome back!	Session One Relationships: Rights and Responsibilities	Session One In the news	
Friday 26 th April	1115 TALK: Debbie Melton, Relationships (Theatre)	12 TALK: Debbie Melton, Sex and Relationships (Theatre)	Session Two An introduction to UK politics	1.30 TALK 6.1: Debbie Melton, Sex and Relationships (Theatre)
Friday 3 rd May	Session Three Healthy Eating and Odd Balls (testicular cancer awareness)	Session Two Gender and relationships in the Media	Session Two 'Any Questions?'	1.30 TALK 6.1: TJD, Personal statements/careers (Theatre)
Friday 10 th May	1.30 TALK: Dr Sam Dockree, Looking after Your Body (Theatre)	Session Three Advertising and Body Image	Exams	
Friday 17 th May	Session Four Revision- what works for you?	Session Three Body Image on screen	Exams	1.30 TALK 6.1 and 6.2: 100&First Workshop
Thursday 23 rd May 1.30pm	Form Focus	Interim reports	Form Focus	6.1 Interim reports
Friday 24 th May – Sunday 2 nd June	Leave Away			
Friday 7 th June	1.30 TALK: Amy Forbes-Robertson, RSE (Theatre)	Session Five The effect of pornography on society	Exams	
Friday 14 th June	Session Five Discussion of Amy F-R talk	1.30 TALK Alex Gilley, sexual health (Theatre)	Exams	
Friday 21 st June	Exams	Exams	Exams	Exams
Friday 28 th June	Session Six Exams end lesson 4 Examination debrief	Exams continue until lesson 6		
Friday 5 th July 1.30pm	End of term reports	End of term reports	End of term reports Futures Week, Wednesday 3rd July: Good Lads Workshop (Beyond Equality)	

RSE (Relationships and Sex Education) Policy

In April 2017, the Children and Social Work Bill received Royal Assent, becoming the Children and Social Work Act. The new Act included legislation making Relationships and Sex Education (RSE) statutory in all secondary schools, and Relationships Education statutory in all primary schools, from September 2020. **In July 2025 the government published new guidance**

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

At Radley RSE is embedded in the PSHE education programme for every year group. It is taught by ‘in-house’ specialists including school nurses, **external specialists** including Debbie Melton (www.ithappens.education), and by **Form Masters**. Approximately thirty **Sixth Form Ambassadors** take part in a training programme: they assist lower school Form Masters, leading small groups discussions on RSE topics within the classroom and within Socials.

The teaching of RSE is non-judgemental, inclusive and sensitive to the religious background of all pupils. The focus is not just on learning and understanding, but also **on developing and practising skills which can be used in real life situations.**

The Shell and GCSE Science curriculum complements the RSE programme and covers topics such as reproductive systems, genetics and changes to the human body. Historically PSHE education courses have been criticised for placing the emphasis on ‘safe sex’ and ignoring the importance of relationships. Throughout our PSHE education programme Form Masters encourage frank discussion of pressures on young people, emphasise the importance of moral values and integrity in relationships, marriage, partnerships, the importance of secure family bonds, and discuss all matters of sexuality with respect, care and sensitivity. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem, and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Using **resources produced by the PSHE Association and the Sex Education Forum** (which are evidence-based and age-appropriate) the following RSE topics are covered:

Shells: Living together, (un)healthy relationships including intimate relationships, responsible and safe use of social networking sites, legal rights and responsibilities including sharing and viewing indecent images, gender equality, LGBTQ equality/inclusion

Removes: Sex and the media, safe sexual relationships, consent, contraception, menstruation, STIs, pornography, online risks, sexual ethics (including incels)

Fifths: Sexuality, LGBTQ, pornography (including violence/strangulation/suffocation), safe sexual relationships, tackling social/gender stereotypes, sex and the law

Sixth Form: Sexuality, LGBTQ, violence in relationships, risky sexual behaviour, safe sex (including PrEP), adolescent pregnancy, FGM, fertility

The Head of PSHE is responsible for the quality of teaching and learning which is closely monitored through informal discussions with pupils and electronic surveys of both pupils and staff. Our RSE subject content is dynamic and changes to meet the needs of pupils, parents and the community (**see Appendix 7**). The DSL, Health Centre staff, Members of Council, parents, and external specialists are

consulted as part of our annual review of this RSE policy. **The provision of RSE is evaluated each academic year as part of the compliance review by the Sub-Warden, Deputy Head (Pastoral), and the Deputy Head (Systems).**

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Should a parent wish to withdraw, they should contact the Deputy Head (Pastoral) and DSL epj.james@radley.org.uk. If a parent withdraws a pupil from sex education the pupil may opt back in three terms before they reach 16.

Engagement with Pupils and Parents

Pupils are regularly invited to comment on, and contribute to, the RSE programme through electronic surveys, some of which are anonymous. Sixth Form Ambassadors contribute to both the delivery and to the development of the RSE programme. Each year the Head of PSHE writes to all parents to invite comment on the PSHE/RSE programme. **Details of all RSE talks are published in advance in the online calendar and in the weekly Parent Bulletin.** Any parent wanting further detail about any of the talks may contact the Head of PSHE (sln@radley.org.uk).

Wellbeing in the Digital Environment and Staying Safe Online

Every child has the right to access the digital world creatively, knowledgeable and fearlessly. Without access they are disadvantaged. Wellbeing in the Digital Environment and Staying Safe Online is taught by Form Masters and by external specialists including Karl Hopwood (<https://www.esafetyltd.co.uk/>). The aim is to empower, build resilience, and promote appropriate long-term behaviours. The following topics are covered:

Shells: Digital security and privacy, responsible and safe use of SN sites, online reputation, identifying and managing digital risks including how to access help through CEOP, AI, AI chatbots, deepfakes, managing digital-time, cyberbullying

Removes: Identifying and managing digital risks, sexting and the law, pornography, copyright and ownership, managing online information, seeking help online (e.g. www.thinkuknow.co.uk)

Fifths: Pornography, digital security and finance including gambling, mental health and wellbeing in a Digital Age, risks posed by incels

Resources and collaboration with other schools

In addition to PSHE education session plans (see appendix 1) there is an ever-growing resource bank of additional resources and materials including articles, websites, TED Talks, and videos that are available for Form Masters to incorporate into their PSHE education teaching. These are available on the staff SharePoint. For each PSHE education topic, DVDs, books, and other materials are available from the Library. The Library SharePoint also directs staff and pupils to online resources (such as Issues Online). Each term the Library has prominent displays of relevant and contemporary PSHE education books.

Radley collaborates with several schools (both state and independent) which provides opportunities for shared CPD, sharing of resources and sharing of best practices, alongside opportunities for pupils to work with pupils from other schools.

How does Radley monitor the quality of pupil learning and understanding?

The Head of PSHE education closely monitors the quality of pupil learning and understanding in a variety of ways including informal interviews and discussions with pupils in each of the Socials. Another way in which pupil understanding and engagement is measured is through regular PSHE education surveys (see Appendix 2). Feedback from these surveys (see Appendix 2-6) is used to inform teaching and to shape our dynamic PSHE education programme. Feedback is shared with both staff and dons. Each year group will complete regular 'quizzes' to monitor the quality of learning and understanding (see Appendix 5). The quality of PSHE education teaching is monitored by 'Learning Walks' conducted by the Head of Years. Each Form Master in the Lower School writes a termly PSHE report for each pupil.

Skilled Delivery

The Head of PSHE has Diploma in PSHE Education and is also a member of a number of professional organisations, such as The Sex Education Forum. All health care professionals contributing to the RSE programme undertake statutory 35 hours of CPD each year. All lower-school Form Masters attend termly RSE CPD. All new Form Masters have RSE CPD as part of their induction programme. Individual CPD is also offered to staff where appropriate.

Appendix 1: An example of a lower school session plan

REMOVES: Relationships Pornography

Resources:

AV/projector

Suggested Plan:

This is a tough issue to tackle, particularly in a classroom context! Feel free to use alternative material that suits you and your group better.

Here are four possible activities:

Watch the following extract on YouTube: (Friends – Joey and Chandler with the free porn!). In this extract from Friends the boys accidentally find a free pornography channel.

https://www.youtube.com/watch?v=L8y_XELbssc

Discuss the following questions: Why were the boys so excited? Why were the girls not so keen? Why do you think the girls felt differently about the porn? Why did the boys eventually feel they had to turn it off?

Watch the following TED talk by Ran Gavrieli 'Why I stopped watching porn' (16 mins) which explores the links between pornography and prostitution, human trafficking, male dominance, self-esteem etc.

https://www.youtube.com/watch?v=gRJ_QfP2mhU

Alternatively, you could watch 'The Great Porn Experiment' by Gary Wilson (16 mins). This is a scientific talk about internet porn addiction.

<https://www.youtube.com/watch?v=wSF82AwSDiU>

Useful reminders

1. Establish what pupils know already and build on this
2. Use active teaching methods to explore new material and concepts
3. Allow pupils the opportunity to explore, clarify and articulate their feelings, beliefs and values
4. Spiral learning – revisit previous topics
5. Feel free to use alternative resources to tailor the material more closely to the needs of individuals



REMOVES: Relationships
Pornography

If you feel uncomfortable tackling this subject you might like to watch Laura Bates' Ted talk (15 mins) about her project EverydaySexism. This follows on from sessions on sex and relationships. The library has two books written by Laura Bates (Girl Up and Everyday Sexism) – both are wonderful!

<https://www.youtube.com/watch?v=LhjsRjC6B8U>

PSHE Overarching concepts:

Identify own qualities

Risk

Managing Change

Relationships

Diversity and Equality

Power

Healthy, balanced lifestyle

Rights and Responsibilities

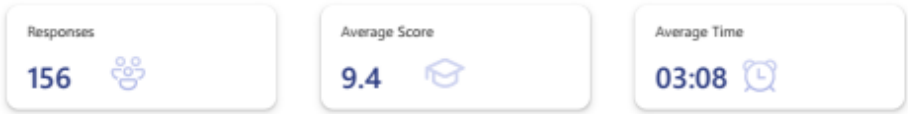
Career

Appendix 2: An example of a 6.1 RSE Quiz

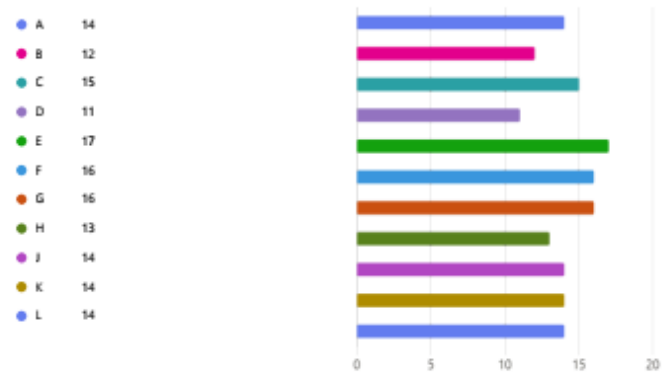
17/01/2025, 16:52

6.1 Relationships and Inclusive Sexual Health (19th May 2022) (RSE)

Responses Overview Active



1. Which Social are you in? (0 point)



2. Which of the following websites specialises in providing young people with information about relationships and sexual health? (1 point)

96% of respondents answered this question correctly.

- <https://www.talktofrank.com/>

2

<https://www.brook.org.uk/>

150 ✓

<https://www.thinkuknow.co.uk/>

4
- 96%
3. Which of the following services are not available in a sexual health clinic? (1 point)
- 97% of respondents answered this question correctly.
- Testing and treatment for STIs

1

Free Condoms

0

Contraception (including emergency contraception)

0

Help for young people who have been sexually assaulted

4

Travel vaccinations

151 ✓

97%

19

4. Which is the most common STI in the UK? (1 point)

96% of respondents answered this question correctly.

Chlamydia	149 ✓
Gonorrhoea	4
Syphilis	3



5. Which of the following is not an STI? (1 point)

92% of respondents answered this question correctly.

Genital herpes	0
Yellow fever	143 ✓
Pubic lice	13



6. Which of the following is not a barrier contraceptive? (1 point)

99% of respondents answered this question correctly.

Condom	0
Femidom	1
Lube	155 ✓



7. What is the legal age of Consent in England and Wales? (1 point)

98% of respondents answered this question correctly.

15	0
16	153 ✓
17	2
18	1



8. Who would not have the capacity to give Consent? (1 point)

98% of respondents answered this question correctly.

- Someone who is drunk 153 ✓
- Someone who is 16 and is the same sex as me 3



9. Sending or receiving a nude when you're under the age of 18 is illegal. True or false? (1 point)

94% of respondents answered this question correctly.

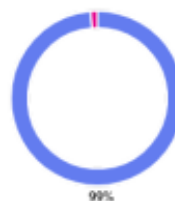
- True 146 ✓
- False 10



10. If you are worried about online sexual abuse, or if a nude of you has been shared online and you want it removed which of the following websites would you go to for information? (1 point)

99% of respondents answered this question correctly.

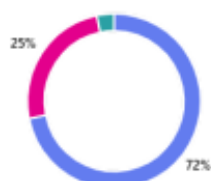
- <https://www.ceop.police.uk/Safety-Centre/> 154 ✓
- <https://www.nhs.uk/> 2



11. Which website would you visit if you wanted more information about LGBTQ? (1 point)

72% of respondents answered this question correctly.

- <https://www.stonewall.org.uk/> 112 ✓
- <https://www.youngminds.org.uk/> 39
- <https://www.childnet.com/> 5



Appendix 3: An example of a Remove RSE Quiz

17/01/2025, 16:48

Removes: Relationships and Inclusive Sexual Health (June 2024)

Responses Overview Active

Responses

147

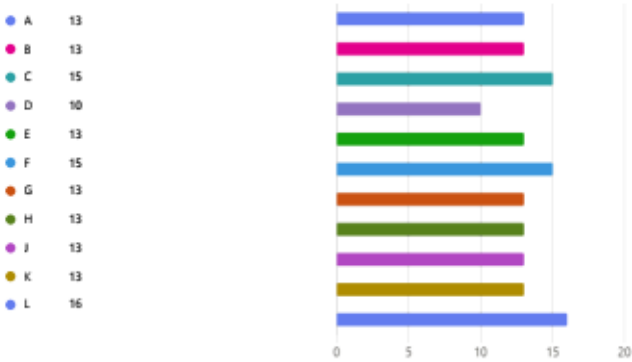
Average Score

9.7

Average Time

02:20

1. Which Social are you in? (0 point)



2. What is the legal age of consent for heterosexual sex in England and Wales? (1 point)

99% of respondents answered this question correctly.



3. What is the legal age of consent for homosexual sex in England and Wales? (1 point)

99% of respondents answered this question correctly.



4. Which of the following people can give consent to participate in sexual activity? (1 point)

100% of respondents answered this question correctly.

- Someone under the influence of alcohol 0
- Someone under the influence of drugs 0
- Someone who is feeling under pressure 0
- Someone who is being manipulated 0
- None of the above 147 ✓



5. Which of the following types of pornography is illegal? Select one answer. (1 point)

94% of respondents answered this question correctly.

- child pornography 7
- extreme pornography 1
- revenge pornography 1
- all of the above types of pornography 138 ✓



6. Sending or receiving a nude when you're under the age of 18 is illegal. True or false? (1 point)

99% of respondents answered this question correctly.

- True 145 ✓
- False 2



7. Which of the following is not an STI? (1 point)

95% of respondents answered this question correctly.

- Chlamydia 0
- Gonorrhoea 0
- Yellow Fever 140 ✓
- Pubic lice 7



8. Which type of contraception will provide you and your partner with protection from STIs? (1 point)

97% of respondents answered this question correctly.



9. It is legal for someone aged 16 to get free condoms from a sexual health clinic. True or false? (1 point)

90% of respondents answered this question correctly.



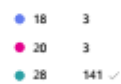
10. If I am 16 I can get confidential contraception advice from a sexual health clinic. Yes or no? (1 point)

99% of respondents answered this question correctly.



11. The length of the menstrual cycle varies from woman to woman but what is the average number of days between periods? (1 point)

96% of respondents answered this question correctly.



Appendix 4: An example of a Shell Health Quiz

17/01/2025, 16:51

Shell PSHE: Looking after my body June 2024

Responses Overview Active

Responses

147



Average Score

8.2

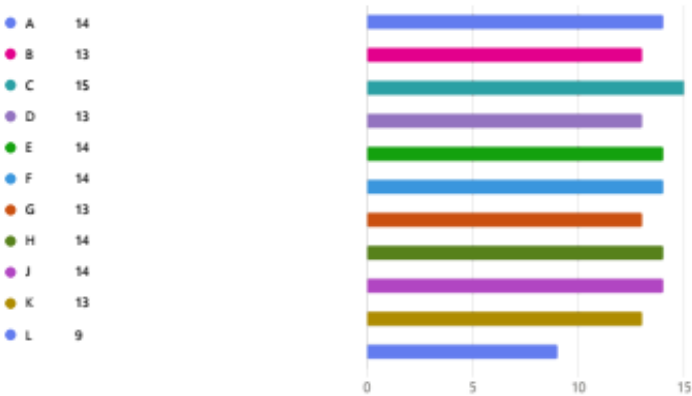


Average Time

02:10



1. Which Social are you in? (0 point)



2. Nutrition: What is the main function of protein? Select one answer. (1 point)

98% of respondents answered this question correctly.

- | | |
|--|-------|
| Hydration | 0 |
| Helps body repair cells and make new cells | 144 ✓ |
| Main source of fuel | 3 |



3. Nutrition: What is the main function of carbohydrate? Select one answer. (1 point)

95% of respondents answered this question correctly.

- | | |
|--|-------|
| Hydration | 3 |
| Helps body repair cells and make new cells | 5 |
| Main source of fuel | 139 ✓ |



4. Nutrition: What is the best way to hydrate? (1 point)

99% of respondents answered this question correctly.

● Drink alcohol	1
● Drink fruit juice	1
● Drink water	145 ✓



5. Nutrition: Vapes and e-cigarettes contain nicotine. True or false? (1 point)

86% of respondents answered this question correctly.

● True	127 ✓
● False	20



6. Sleeping: How many hours of sleep should a teenager get? Select one answer. (1 point)

39% of respondents answered this question correctly.

● 4-6 hours	1
● 6-8 hours	58 ✓
● 10-12 hours	88



7. Sleeping: Which of the following helps you get to sleep? Select one answer. (1 point)

93% of respondents answered this question correctly.

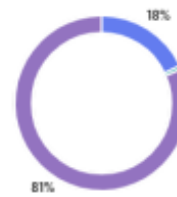
● alcohol	6
● bright light	0
● blue light (from mobiles/TVs/laptops)	4
● None of the above	137 ✓



8. General Health: Skin Cancer - which of the following steps should you take to protect yourself from skin cancer? Select **one** answer. (1 point)

81% of respondents answered this question correctly.

● Wear sunscreen	26
● Wear a sunhat	0
● Wear sunglasses that block both UVA and UVB rays	1
● All of the above	118 ✓



9. General Health: Testicular Cancer - how often should you check your testicles? Select **one** answer. (1 point)

51% of respondents answered this question correctly.

● Weekly	72
● Monthly	74 ✓
● Yearly	0
● Never	0



10. General Health: If you discover a lump or a mole that looks odd what should you do? Select **one** answer. (1 point)

97% of respondents answered this question correctly.

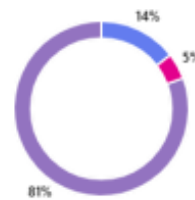
● Go online for information	4
● Go to the Health Centre	142 ✓



11. General Health: Acne - which of the following steps will help acne? Select **one** answer. (1 point)

81% of respondents answered this question correctly.

● wash with warm water and a mild cleanser	21
● avoid oil-based skin care products	7
● avoid touching your face	0
● All of the above	117 ✓



Appendix 5: Extracts from a Remove RSE Questionnaire monitoring learning and understanding ahead of a talk

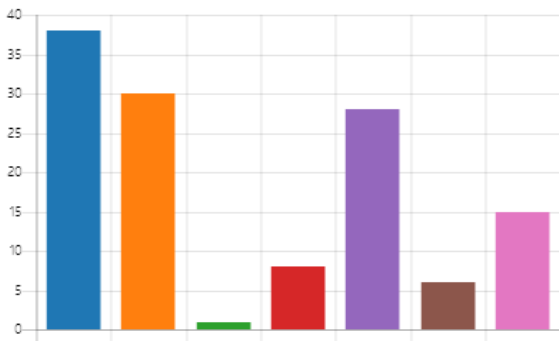
3. Is RSHE a priority for you?

Absolutely! Understanding an...	15
Yes - I really value learning ab...	65
Nope - this is totally irrelevant...	25
Absolutely not - masks, bubbl...	8
Other	13



4. In the past... where have you mostly got your information about Relationships & Sex Education from?

PSHE lessons	38
Biology/Science lessons	30
Health Centre/nurses	1
Family conversations	8
Friends	28
TV shows/Netflix	6
Internet/online	15

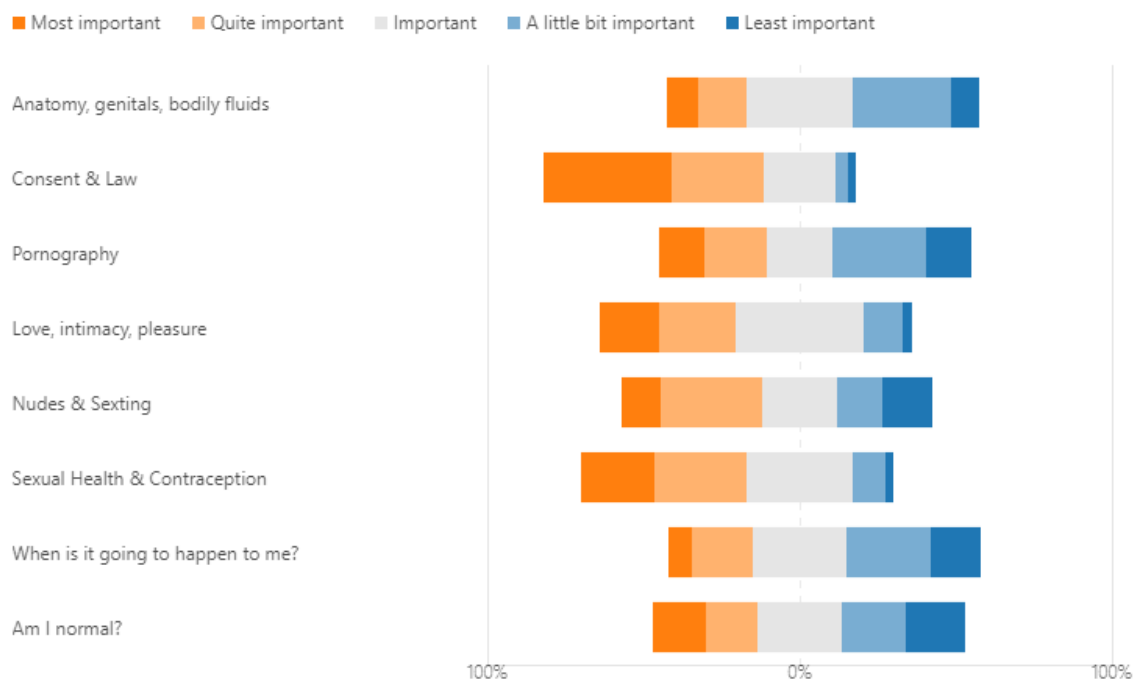


5. What is the most influential thing when it comes to Relationships & Sex for young people?

The law	34
School rules	5
What my friends are doing	15
My feelings	67
What other people think	5



6. What do you think are the most important topics in Sex Education for Remove students at Radley?



7. Do you talk to trusted adults - parents/carers/guardians about things like consent & sexual assault?

● Yes 50
● No 72



Appendix 6: Information and resources regarding Sex and the Law

The debate about a national culture of sexual abuse escalated in March 2021 when the website Everyone's Invited published anonymous victim posts. Here are examples of resources produced and used with every year group, alongside emails sent by both the Head of PSHE and the Warden.

Email from the Head of PSHE (14/3/2021)

Please find attached information and resources about relationships, sex and consent. I have provided details of age-appropriate websites and links to videos. Before using these resources with pupils this week please note the following:

- Preview videos before showing to pupils
- Some pupils may feel uncomfortable talking about this - just because they are not contributing to the conversation doesn't mean that they don't understand, or that they are not listening
- When discussing consent, a pupil may make a disclosure - in that instance contact BJH immediately
- Some pupils may not want to ask questions in a public forum - that is completely ok (all the websites signposted provide help/advice)
- There are brilliant websites to support young people (have included two in the document) - there are several more on Firefly (PSHE Signposts)
- If anyone wishes to speak to someone about consent their first port of call should be any of the nurses at the Medical Centre

I appreciate this is a difficult subject to explore with pupils. Alex Gilley has very kindly agreed to come to FM sessions or to Socials once the Covid testing on Tuesday is complete.

Please do get in contact if you have any questions or concerns.

Consent (definition taken from Disrespect Nobody) *Consent means giving permission for something to happen or agreeing to do something and being comfortable with that decision. It doesn't matter what gender you are, or whether you're straight, gay or bisexual, if you're planning to do anything sexual then both of you must give consent.*

Consent has to be given freely and no one can be made to consent to something. It's not consent if someone does something because they feel like they have to. You can also never assume that someone is giving consent – you have to be sure.

Consent is an essential part of healthy relationships and it's really important to know what it is and the many ways to spot it. Both you and the person you're with always need to consent before sex or any intimate activity.

The Age of Consent in England and Wales (note different legislation for Scotland and Northern Ireland)

The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

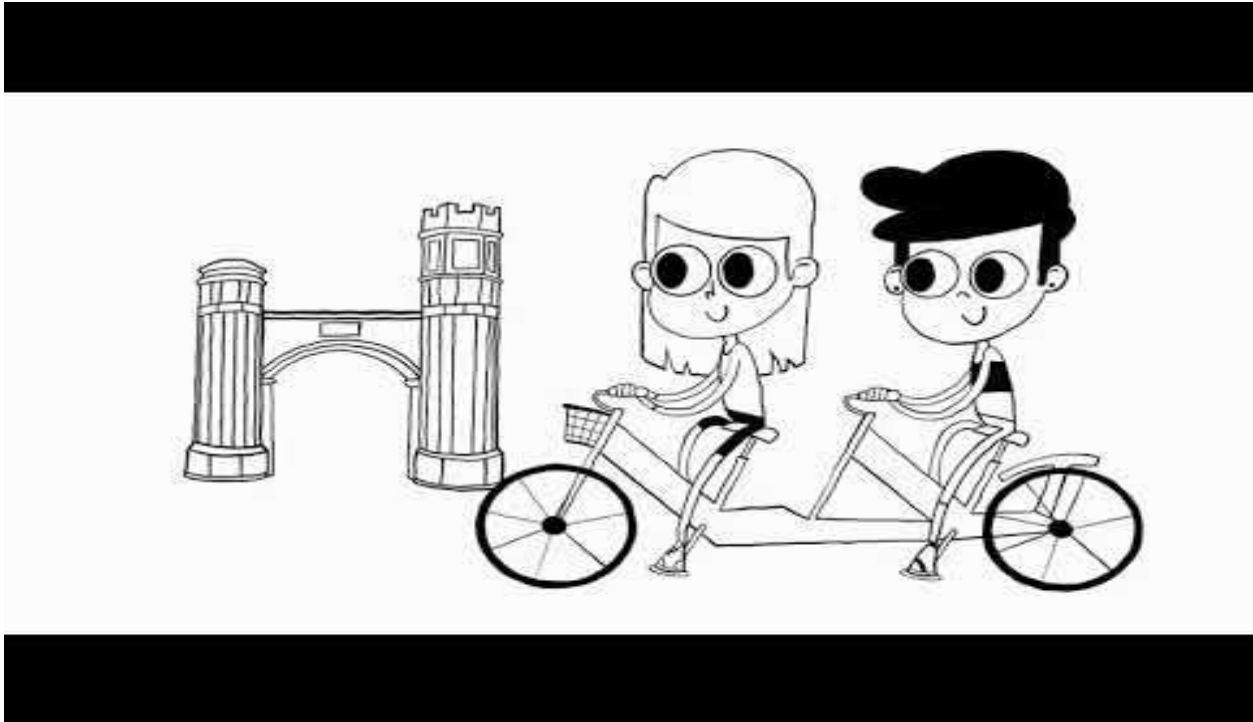
It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

For further information see <https://www.fpa.org.uk/factsheets/law-on-sex#age-consent>

Consent is Like and Bike Ride video

https://www.youtube.com/watch?v=FgU2_UwScNw



Every year group (other than Shells) will have seen this – but it is a really great way to start the discussion. Perhaps pretend you haven't seen it and get them to explain! Watch out – they love the punchline!

Boys might want clarification on the following areas:

- Does a woman require consent to initiate intimate/sexual contact?
- What about same sex relationships? Is consent the same?
- 9. Is consent required just for sexual intercourse? Or is it required for other physical/intimate contact?
 - Someone has to have capacity to give consent – what does this mean? Who might not have the capacity to give consent?

Disrespect Nobody Campaign

This is a really nice, animated video about consent.

<https://vimeo.com/263339260>



Brook

This is a really useful website for boys to look at

<https://www.brook.org.uk/your-life/consent-myths-and-facts/>

Sixth Form

These two video clips come from a series on BBC 3:

Sexual Assault on Campus: Students on the edge

You must preview this before showing it. In this video a female student talks about being assaulted by another female student. It is tough viewing but a powerful message.

<https://www.youtube.com/watch?v=XEJx1XgELcc>

Is this Sexual Harassment? Men and Women Discuss

Again, please preview. Given that many of our sixth form may do some temping in the hospitality industry this will prompt useful discussion.

<https://www.youtube.com/watch?v=Ur8G8kOYEfl>

American student shares his story of sexual assault

This is uncomfortable viewing. You must preview this. So often we talk about assault on females and we don't talk about male victims. Anyone can be a victim.

<https://www.youtube.com/watch?v=2GwECrVhFF4>

Stealthing

Boys may want to talk about stealthing which is the act of non-consensual condom removal or the purposeful damaging of the condom during sex without their partner's consent. The recent TV series 'I May Destroy You' raised awareness of this. If someone has given consent to have sex with a condom but the other person breaks that condition, that person is breaking the law and it becomes sexual assault. Here is a useful article:

<https://www.bbc.co.uk/news/newsbeat-39705734>

Extract from the Warden's End of Term letter to parents 26th March 2021

I am sure you have seen over recent days and weeks a series of articles in the press on the problem of 'perceived rape culture' in some schools. The context of the articles is a website and social media account which has been encouraging victims of sexual violence to share their stories and name the school which perpetrators attended. Many schools are named, and Radley is one of them. There are limited references to us compared to many schools but the issue is one that we take very seriously and I wanted to include an element in this letter about our response.

It is obviously a concerning subject and one which we want to respond to in a way that encourages the boys to think through the issues, be fully aware of their obligations, and exercise the highest of standards in their relationships with others. Consent is looked at appropriately on a regular basis throughout a boy's time within PSHE and I hope I do not need to add that we always investigate any

allegations in conjunction with Children Services and other statutory agencies as required by law and take very seriously our obligation both in terms of safeguarding and education of the boys. We are conscious that some of the comments in the articles, whether Radley related or not, may well have caused distress to some boys and encourage them to speak to any member of staff about any concerns at any time and should you or they wish to talk directly to Mr Holden, our Designated Safeguarding Lead, please do be in touch.

We want to use the opportunity that has been generated by the national debate and the exposure of the level of the problem to do more. There is rightly real concern about issues of sexual consent and peer on peer sexual violence in our society and culture and it is not always easy to find ways to go beyond formal education in this area into genuine reflection, discussion and cultural change. We are in discussion with Downe House School about collaborating in this area in the 2021-22 academic year. We are very keen for it to be driven by the boys and girls and so will be asking a small group of 6.1s from each school to meet over the Summer Term, with guidance from staff, to design a programme that will facilitate genuine discussion and progress over what is a vitally important issue.