



HMS/2.03

Physical Social Health Economic/Relationship Sex Education Policy (PSHE/RSE- Policy)

Prepared by: Head Teacher
Approved by: The Governors
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1. Aims

Personal, Social, Health and Economic (PSHE)/ Relationship and sex (RSE) education is a central part of our curriculum as it enables our students to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The PSHE/RSE education curriculum supports personal development, behaviour for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is designed to give all students the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline.

The aim of this policy is:

- To set out the expectations of PSHE/RSE within The Norwegian School.
- To outline how PSHE/RSE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

2. Statutory requirements

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. Relationships and Sex Education (RSE) is compulsory for all students receiving secondary education, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, sections 34 and 35 of the Children and Social Work Act 2017
- We must teach core values and principles for primary and secondary education and training, as laid down by Royal Decree, Norway, on 1 September 2017, and pursuant to section 1-5 of the Education Act.
- Health Education is not compulsory for independent schools, although we intend to comply with the statutory guidance, including the Health Education elements, to ensure we provide a consistent and high-quality programme.

3. Content and delivery

3.1 What we teach

PSHE/RSE education is a cross curricular school subject throughout all year groups in which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Relationships Education, taught in the Lower School (Y1-4), is defined as learning about the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. In addition, pupils in Middle School (Y5-7) will learn about the body changes associated with puberty. In the Secondary School (Y8-10),

teaching builds on the knowledge about healthy relationships acquired at primary level and also includes Sex Education, which is defined as developing pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

The aim of relationships and sex education is to give young people the information and skills they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. We address aspects of relationships and sex education in an integrated way. Parents and carers are consulted about the PSHE/RSE Policy content via email and/or in the first parent meeting each year, and they are encouraged to offer feedback. The policy has been approved in the Governors meeting with parent representative present. Parents and carers have the right to withdraw their child from the sex education parts of statutory relationships and sex education. Under Norwegian law this is a "fritak fra opplæringsplikten"/exemption from Education Act, and must be applied for on an individual basis to the Head Teacher.

See the attached curriculum map for more details about what we teach in each year group.

3.2 How we teach it

PSHE/RSE is taught cross curricular in all subjects, and the specific topics, materials and resources are outlined in the yearly curriculum plans. These are consistent with the main targets outlined in our PSHE/RSE curriculum map. In addition each year group explores relevant PSHE/RSE-topics in weekly lessons, "klassens time".

PSHE/RSE is emphasised and linked to all whole school assemblies weekly. Outside tutors are sometimes hired in for specific lessons on drug abuse, peer pressure and resilience for Secondary school.

We always aim to deliver content in a sensitive, objective and balanced manner to enable pupils to comprehend the range of social attitudes and behaviour in modern-day society. The PSHE/RSE curriculum is planned to be age appropriate and accessible to all pupils including those with SEND.

Pupils are expected to engage fully in PSHE/RSE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity. This enables pupils to have the confidence to ask questions to deepen their understanding of the topic being delivered.

It is important that pupils feel confident to ask questions outside of lessons on any aspect of PSHE/RSE. A pupil can ask a question anonymously if this is their preferred option, by posting in the schools help box. In addition, pupils know that they can speak to any member of staff, and are encouraged to seek out the person they feel most comfortable with. Staff are aware that they may need to reassure a pupil that if they do not know the correct response to a question, they will seek advice for them. If a pupil asks questions that are beyond the knowledge expected for their age, the member of staff would refer this to the DSL. Numbers to help lines are signposted in every toilet around the school.

Under the provisions of the Equality Act, we will not discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation, and the delivery of PSHE/ RSE will reflect this stance. If any teacher feels concerned about their ability to teach certain topics in PSHE/RSE, they are encouraged to inform the Head Teacher.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE/RSE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way
- Modelling positive attitudes to PSHE/RSE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity.

5. Monitoring arrangements

PSHE/RSE work is monitored within the context of the learning objectives set for the lesson or activity. Teachers assess learning outcome continuously and this is documented within our internal assessment templates. This is reviewed and quality-assured by the Head Teacher.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Code of Conduct, E safety Policy, Psychosocial Welfare Policy, Anti Bully Policy, Equal opportunities Policy and Child protection Policy.

Appendix 1 Curriculum map

PSHE/RSE Curriculum map	
<p>We aim to provide students with competence that promotes good mental and physical health, and that provides opportunities to make responsible life choices.</p> <p>Topics in the teaching: physical and mental health, living habits, sexuality and gender, drugs, media use, consumption and personal finances, to be able to set boundaries and respect others, and to be able to handle thoughts, feelings and relationships.</p>	
Year 1-2	Year 3-4
<p>Talk about and describe how words we use can affect others</p> <p>Reflect on why people have different opinions and make different choices</p> <p>Conversation about friendship, belonging and what influences relationships</p> <p>Describe and give examples of diversity, with emphasis on different family forms and ethnic groups, including the Sami indigenous people</p> <p>Describe and talk about different ways of living together in family and society</p> <p>Explore and give examples of how people in different parts of the world affect each other's lives</p> <p>Familiarize yourself with and convey your own and others' thoughts, feelings and experiences</p> <p>Present and give examples of rights children have in Norway and the world, and what children can do in the event of a violation of these rights</p> <p>Conversation about opportunities and challenges in digital collaboration</p> <p>Conversation about emotions, body, gender and sexuality and how one's own and others' boundaries can be expressed and respected</p> <p>Explore the senses through play outside and inside and talk about how the senses are used to gather information</p> <p>Give examples of some common diseases and talk about what you can do to protect your body against infectious diseases.</p>	<p>Reflect on how our language use affects others, and how we adapt and change the language in different situations</p> <p>Familiarize yourself with and convey your own and others' thoughts, feelings and experiences</p> <p>Conversation about why conflicts arise in the school and local community, listening to others' opinions and collaborating with others to find constructive solutions</p> <p>Conversation about identity, diversity and community and reflect on how it can be experienced not to be part of the community</p> <p>Present human rights and the rights that children have, and reflect on why</p> <p>Describe and talk about different ways of living together in family and society</p> <p>Reflect on the connection between personal finances and individual consumption</p> <p>Conversation about rules and norms for privacy, about sharing and protection of information and about what it means to use judgment in digital interaction</p> <p>Talk about some important public institutions and companies in Norway and in the UK and reflect on what they mean in people's lives</p> <p>Talk about what physical and mental health is, and discuss how lifestyle and well-being affect health</p> <p>Conversation about similarities and differences between the sexes, about gender identity and about human reproduction</p> <p>Conversation about boundaries related to the body, what violence and sexual abuse are, and where you can get help if you are exposed to violence and sexual abuse</p> <p>Describe functions in the body's external defenses and talk about how this protects against disease</p> <p>Describe how muscles and skeletons work, and link this to movement</p> <p>Tell about what characterizes healthy and varied food, and why it is important for health</p>

Year 5-7	Year 8-10
<p>Reflect on why conflicts arise, and discuss how the individual and society can handle conflicts</p> <p>Reflect ethically on how the student presents himself and others in digital media</p> <p>Explore and reflect on the connection between language and identity</p> <p>Explore different aspects of diversity in Norway and reflect on people's needs to be themselves and to belong together</p> <p>Explore and describe own and others' perspectives in ethical dilemmas related to everyday and societal challenges</p> <p>Explain different views on childhood, family and cohabitation in religions and worldviews</p> <p>Discuss what equality and gender equality mean for a democracy, and develop proposals for how to combat prejudice, racism and discrimination</p> <p>Conversation about human and equality and compare how human rights have been and are safeguarded in different countries</p> <p>Reflect on how commercial influence can affect consumption, personal finances and self-image</p> <p>Reflect on how oneself and others participate in digital interaction and discuss what it means to use judgment, seen in the light of rules, norms and boundaries</p> <p>Reflect on variations in identities, sexual orientation and gender expression and own and others' boundaries related to emotions, body, gender and sexuality and discuss what can be done if boundaries are broken</p> <p>Explain physical and mental changes during puberty and talk about how this can affect emotions, actions and sexuality</p> <p>Explain some of the body's organ systems and describe how the systems work together</p> <p>Read and understand hazard labeling and reflect on the purpose of these</p> <p>Understand differences between oneself and others and participate in movement activities that can be adapted not only to one's own circumstances, but also to others'</p> <p>Create and solve problems in spreadsheets that deal with personal finances</p> <p>Use tools, basic techniques and cooking methods to create safe and sustainable food that provides a basis for good health</p>	<p>Reflect on similarities and differences in identities, lifestyles and cultural expressions and discuss opportunities and challenges in diversity</p> <p>Reflect on how identity, self-image and one's own boundaries are developed and challenged in different communities, and present suggestions on how to deal with influences and undesirable events</p> <p>Explore different platforms for digital interaction and reflect on how digital participation and interaction affect the form and content of the public debate</p> <p>Explore and reflect on your own digital tracks and the opportunity to have the tracks deleted and protect your own and others' right to privacy, privacy and copyright</p> <p>Describe key laws, rules and norms and discuss what consequences violations of these can have for the individual and for society in the short and long term</p> <p>Extract and interpret relevant information from texts about buying and selling and different types of loans and use it to formulate and solve problems</p> <p>Assess how work, income and consumption can affect personal finances, living standards and quality of life</p> <p>Plan, perform and present an exploratory work related to personal finance</p> <p>Explain and reflect on different views on gender and sexuality in Christianity and other religions and worldviews</p> <p>Reflect on existential issues related to growing up and living in a diverse and global society</p> <p>Identify and discuss ethical issues related to various forms of communication</p> <p>Discuss issues related to sexual and reproductive health</p> <p>Compare the nervous system and the hormonal system and describe how drugs, medicines, environmental toxins and doping affect the signaling systems</p> <p>Describe the body's immune system and how vaccines work, and explain what vaccines mean for public health</p> <p>Carry out outdoor activities for different seasons and reflect on what nature experiences can mean for themselves and others</p> <p>Plan and use suitable tools, techniques and cooking methods to create safe and sustainable food that provides a basis for good health</p>

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