



RELATIONSHIPS & SEX EDUCATION (RSE) / PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) POLICY

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1. Policy Statement

- I.1 Eton College is committed to ensuring that all pupils are happy and safe and are prepared for a successful life during and after Eton. As a single-sex boarding school we have a particular responsibility for ensuring that pupils are equally respectful of men and of women, and of themselves, so that they become responsible citizens. As such, we offer a carefully planned programme to enable pupils to develop the skills and ability to flourish in a complex world and to embrace the challenges of creating a happy and successful adult life. This policy is designed to set out clear procedures relating to the delivery of the programme and to provide parents with all the relevant information to make the appropriate decisions regarding pupil participation. This policy reflects the requirements of the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance and the information within the statutory guidance: *Keeping Children Safe In Education*.
- I.2 Relationships and Sex Education (RSE) became compulsory in schools from September 2020. Its purpose was to equip pupils with knowledge about the law and further information so that they can take responsibility for their sexual health and wellbeing. RSE does not encourage early sexual experimentation. All aspects of RSE have been assessed to ensure that they are appropriate for the age and maturity of students, and sensitive to the age and religious backgrounds of all our pupils and that it reflects the wider community. The information will be delivered in a non-judgmental, factual way and allows scope for young people to ask questions in a safe and supportive environment.
- I.3 Personal, Social, Health and Economic Education (PSHEE) is compulsory in Independent Schools and is an important and necessary part of all pupils' education. It focuses on developing the knowledge, skills and attributes to keep young people healthy and safe, to prepare them for life and work after school and to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. In addition, it actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- I.4 At Eton, PSHEE and RSE together are known as SPHERE and have a dedicated programme as detailed within this document (see appendix one and two).
- I.5 The programme will be accessible to all pupils, including those with a special educational need or disability. Wherever possible, the course content and method of delivery will be tailored to meet the specific needs of pupils at different developmental stages. It will be delivered within a moral framework compliant with the aims and ethos of Eton College.
- I.6 Eton College is fully committed to ensuring that the application of this policy is non-discriminatory and in accordance with the Equality Act 2010, particularly with regards to Safeguarding and to pupils with disabilities or Special Educational Needs, further details of which can be found within our Equality & Inclusion Policy. This policy should be read in conjunction with other policies, namely the Behaviour Policy, Prevention of Bullying and Unkindness Policy, Equality & Inclusion Policy, the Safeguarding (Child Protection) Policy and the SEND Policy.

- 1.7 This policy will be updated annually or as legislation change requires. Parents can find a copy of this policy within the Parent Portal or via the Eton College website (or a hard copy version can be requested from the Lower Master's Office).

2. Principles

- 2.1 Eton College wishes to implement this policy upon the principles of trust, cooperation and mutual understanding with parents and will therefore actively consult with all parents concerning any significant developments within this policy and the corresponding SPHERE programme.
- 2.2 The College supports a parent's right to choose, therefore parents have the right to withdraw their child from some or all of Sex Education delivered as part of statutory RSE. Parents are not able to request their child is withdrawn from Relationships or Health Education as these are mandated by statute. Parents are allowed to withdraw their child from sex education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the child with sex education during one of those terms. If a parent wishes to withdraw their son from the sex education programme they should notify the Lower Master in writing.
- 2.3 Before granting their request the Lower Master will discuss options with the parents and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The College will keep a record of this meeting and of the decision made.
- 2.4 Good practice is also likely to include the Lower Master (or the Lower Master's representative) discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupil. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupil hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). If a parent decides to withdraw their child, alternative arrangements will be made for the pupil to study another SPHERE topic in School Library during that allotted time period.
- 2.5 Parents, staff and pupils are encouraged to contact the Director of SPHERE to discuss their views in order to reassure themselves that the delivery and content are accurate, reflect a range of views, and provide enriching and engaging material.
- 2.6 Pupils will also be consulted about their views of the course content and methods of delivery via Block Forums and School Council. Their feedback will be used for the ongoing shaping and refining of resources.

3. Responsibilities

3.1 Provost and Fellows

- 3.1.1 In order to fulfil their legal obligations the Provost and Fellows have overall responsibility for the implementation, delivery and monitoring of RSE and PSHEE at the College, however, the

day to day administrative responsibility is delegated to the Head Master and the Leadership Team. The Provost and Fellows, through their delegated officers must ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils, including those with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

3.2 Director of SPHERE

3.2.1 The Director of SPHERE (supported by the SPHERE Committee) is authorised by the Head Master and Leadership Team to implement, monitor and manage RSE and PSHEE at the College and to ensure that all relevant staff are trained to the appropriate standard. The Director of SPHERE will ensure that parents and staff are informed about the RSE/PSHEE policy where necessary and will submit an annual update report to the Provost and Fellows, including input from the Deputy Head (Academic), heads of department, and the Director of Inclusion Education.

3.3 Parents and carers

3.3.1 Parents and carers have a significant role to play in the mental and emotional development of pupils and the College therefore wishes to deliver this programme with the support and cooperation of parents. It is hoped that parents will reinforce and promote the subject matter during conversations with their children.

3.4 External providers

3.4.1 External providers, of the highest calibre, support Eton staff in the delivery of a combination of lectures, workshops and follow-up discussions covering aspects of the statutorily required RSE and PSHEE course content. The College will discuss the detail of how the provider will deliver their sessions, ensure that the content is age-appropriate and accessible for the pupils and ensure that the provider understands how safeguarding reports should be dealt with in line with College policy. As with any visiting speaker, external providers will be assessed and checked in line with the college's Prevent Duty and safer recruitment processes.

3.5 Staff

3.5.1 Both SPHERE teachers and pastoral tutors have a responsibility to understand the content and schemes of work of the SPHERE programme and deliver them in an inclusive, sensitive, consistent and professional manner. Staff should be alive to issues such as sexism, misogyny, homophobia, racism or gender stereotypes and take positive action to build a culture where these are not tolerated. Staff therefore have an important role to play in the modelling of behaviours. All staff who deliver RSE/PSHEE (SPHERE) will be appropriately trained.

4. Delivery

4.1 The College provides a holistic, whole school approach to RSE with many aspects being delivered through the core curriculum. However, the majority of the syllabus is delivered through the current PSHEE/SPHERE programme, due to the complementary nature of the courses. Delivery of this takes the following forms:

- Tutorials: tutorials are the medium by which we deliver the PSHEE course and supplement the compulsory lectures by external and in-house experts. The topics in section 5 (the non-Specialist RSE and PSHEE programme) have been organised thematically under the following headings: Identity, Responsibility and Well-being. These themes run concurrently throughout the academic year. Tutors and pupils receive pamphlets to scaffold these topics.
- Assembly programmes on PSHEE topics.
- Compulsory lectures by external and in-house experts on RSE and PSHEE topics.
- Workshops: (delivered by in-house and external experts), including joint initiatives and shared ventures with girls from other schools, which go beyond social interaction and develop a mature understanding among our pupils.
- Once-weekly SPHERE lessons from September 2023 for F Block and C Block. From September 2024 all pupils will receive weekly SPHERE lessons.

5. Course Content

5.1 By the end of their five years at Eton, pupils will have a thorough understanding of the topics contained within RSE and PSHEE and be prepared for life beyond Eton. The statutorily required topic areas and syllabus are listed below:

Relationships & Sex Education (RSE) Programme

5.2 Pupils are taught that **families** comprise different types of committed, stable relationships and how these relationships might contribute to a fulfilling life and their importance for bringing up children; the freedom to enter into marriage and its legal and personal implications; the legal rights and protections not / available to other types of long-term relationship; the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting; awareness of inappropriate and / or unsafe relationships and how to seek help.

5.3 Pupils are taught about respectful relationships including **friendships** (in all contexts, including online) and are expected to practise trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship, including co-curricular interactions. They are made aware of practical ways to maintain, to improve or support respectful relationships. Stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) and pupils are expected to challenge prejudice whenever they encounter it. They are taught about how they can expect to be treated with respect by others, and to show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. Bullying (including cyberbullying), its impact, the responsibilities of bystanders to report bullying and how and where to get help are taught. Pupils learn what is defined as criminal behaviour in relationships, including violent behaviour and coercive control.

What constitutes sexual harassment and sexual violence and why these are always unacceptable is also covered. Pupils learn about legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal under the law.

- 5.4 The course covers the **online and media** activities that comprise part of a pupil's social and private life. They are taught their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; not to provide material to others that they would not want shared further and not to share personal material which is sent to them; what to do and where to get support to report material or manage issues online. Pornography and other harmful content is also discussed and pupils are made aware of the negative impact of viewing explicit material on themselves and others; that specifically sexually and pornographic materials present a distorted picture of sexual behaviours. It is made clear to them that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. They are also made aware of how information and data is generated, collected, shared and used online.
- 5.5 Helping pupils **be safe** and happy is a primary concern of the RSE and PSHEE course. They learn the concepts of, and **laws** relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. They are taught how to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- 5.6 Pupils are taught about **intimate and sexual relationships, including sexual health**. By the time they leave Eton, they should be able to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. They are taught that all aspects of health can be affected by the choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. They learn the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. They are taught a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. They are taught to understand that they have a choice to delay sex or to enjoy intimacy without sex. They will learn the facts about the full range of contraceptive choices, efficacy and available options. They are taught the facts around pregnancy including miscarriage, with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to source further help. They are taught how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing for STIs. They learn about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. They consider how the use of alcohol and drugs can lead to risky sexual behaviour. They are provided with the means of getting further advice, including how and where to access

confidential sexual and reproductive health advice and treatment both in school (at the Health Centre and SCW) and through external support services.

Personal, Social, Health & Economic Education (PSHEE) Programme

- 5.7 It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.
- 5.8 Pupils are taught about **mental wellbeing**. By the completion of the course, they should be able to know how to talk about their emotions accurately and sensitively, using appropriate vocabulary and to recognise that happiness is linked to being connected to others. They are made aware of practical ways to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression), and how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. They are also made aware of the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
- 5.9 Pupils are taught about **internet safety and harms**. By the completion of the course, they should know the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them and how to be a discerning consumer of information online. They are made aware of practical ways to know how to identify harmful behaviour online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those such behaviour.
- 5.10 Pupils are taught about **physical health and fitness**. By the completion of the course, they should know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. They are taught the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. They are taught the science relating to blood, organ and stem cell donation.
- 5.11 Pupils are taught about **healthy eating**. Pupils should know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- 5.12 Pupils are taught about **drugs, alcohol and tobacco**. By the end of the course pupils should know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health

conditions. They learn the concepts regarding the law, relating to the supply and possession of illegal substances, and the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Pupils will learn about the physical and psychological consequences of addiction, including alcohol dependency. They are also made aware of the dangers of drugs which are prescribed but still present serious health risks. They are taught the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting, and how to access support to do so. Pupils are also made aware of the physical impact of vaping on young lungs and the associated risks, including addiction.

- 5.13 Pupils are taught about **health and prevention**. They are taught about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. They are made aware of the dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. They are also made aware of the facts and science relating to immunisation and vaccination. Furthermore, they will be taught the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Pupils in D Block and above, they will learn about the benefits of regular self-examination and screening.
- 5.14 Pupils are taught **basic first aid**. This includes basic treatment for common injuries. They are taught life-saving skills, including how to administer CPR and how to put someone in the recovery position. They are taught the purpose of defibrillators and when one might be needed.
- 5.15 Pupils are taught about **the changing adolescent body**. They are taught the key facts about puberty, the changing adolescent body and menstrual wellbeing. Pupils learn about the main changes which take place in males and females, and the implications for emotional and physical health.

6. Monitoring and Evaluation

- 6.1 Pupils will be guided throughout the RSE/PSHEE programme by their SPHERE teachers and pastoral tutors to ensure they actively engage with the material and make good use of the resources. Assessments of pupil progress may include pre and post topic evaluations or post talk questionnaires in order that programme leaders are able to ensure that all pupils are making good progress. In addition, pupils will be asked to self-reflect each half, as part of the Comment Card cycle, in relation to their progress, development and learning to determine where they have improved and what areas further action. In this way, pupils are able to take ownership of their own personal development. Pupils will also be consulted, e.g. via Block Forums for their input about course content. Information from the Tutors and the self-reflection forms will be fed back to House Masters via their end of half letters.
- 6.2 The consistency of delivery and management of the course is monitored throughout the programme via observational drop-ins, walk-throughs and pupil and staff feedback.
- 6.3 If parents raise any issues about the policy or the arrangements for RSE or PSHEE these will be taken seriously and investigated by the Director of SPHERE, and where appropriate, escalated to the Lower Master

- 6.4 The SPHERE Committee will then meet every half to evaluate the courses, refine and update the syllabus, including its content, and the methods of delivery.
- 6.5 Staff training (where relevant) will be facilitated by the Director of SPHERE annually or sooner if required. The type of staff training will be determined in consultation with the staff delivering the programme.

Appendix 1 - Example F Block SPHERE curriculum

LESSON	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	
Date	13-Sep	20-Sep	27-Sep	04-Oct	11-Oct	01-Nov	08-Nov	15-Nov	22-Nov	29-Nov	06-Dec
F	Introduction to SPHERE & ground rules	Transition to Eton	Introduction to mental health and wellbeing	Pillar 1: understanding your mental health	Building relationships: self-worth, friendships (including online)	Diversity & inclusion: living in a diverse society, prejudice	Anti-bullying: discrimination in all its forms, including racism, religious discrimination, disability, challenging prejudice	Reflective session: who am I?	Pillar 2: maintaining your mental health	Pillar 3: spotting the signs of mental health	Founder's Day
LESSON	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	
Date	10-Jan	17-Jan	24-Jan	31-Jan	07-Feb	21-Feb	28-Feb	06-Mar	13-Mar	20-Mar	
F	Healthy eating habits, incl. protein supplements	Alcohol, drugs, tobacco, vaping (case study discussion)	Positive communication in relationships: personal values / Building and maintaining relationships	[L] The changing adolescent body (Brady) /or drugs & alcohol	Healthy relationships: impact of media & pornography / sexting / Youth produced imagery / consent	[L] (online safety)	C.Ed at Eton, SNAP & Board game. Baseline survey. Morrisby Aspirations profiling & reflect on result. (1 session in Lent)	[L] Political Thinking	Interpreting political information	C.Ed at Eton, SNAP & Board game. Baseline survey. Morrisby Aspirations profiling & reflect on result. (2 session in Lent)	
LESSON	S1	S2	S3	S4	S5	S6	S7	S8			
Date	17-Apr	24-Apr	01-May	08-May	15-May	22-May	05-Jun	12-Jun			
F	Addressing extremism and radicalisation (1)	Addressing extremism and radicalisation (2)	[L] itHappens (healthy relationships)	Economic literacy (1)	Economic literacy (2)	[L] Life on Earth / Humans on Earth	What has nature ever done for us?	Economic literacy (3)			

Appendix 2 - Example C Block SPHERE curriculum

BLOCK/LESSON	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11
Date	11-Sep	18-Sep	25-Sep	02-Oct	09-Oct	30-Oct	06-Nov	13-Nov	27-Nov	04-Dec	11-Dec
Theme	Being in the World			Being in the World			Being in the World				Trial s
Lead master	KLH and MJM			H-EO and AUI, PAH ...			JNO and BJMC ...				
Wider World	Eton Action Fair			Black History Month			Remembrance / Death and War				
MODULE	[S] Sustainable Development Goals	[S] Action for sustainable development	[W] Action for SDGs boy presentations	[S] Race issues	[S] Decolonising the curriculum	[L] Race in sport: Azeem Rafiq / Harry Matovu (Law)	[S] Leadership and Service	[W] Hope Not Hate - combating extremism	[L] Political ideologies		No session
BLOCK/LESSON	L1	L2	L3	L4	L5	L6	L7	L8	L9		
Date	15-Jan	22-Jan	29-Jan	05-Feb	19-Feb	26-Feb	04-Mar	11-Mar	18-Mar		
Theme	Health and Wellbeing			Health and Wellbeing			Relationships				
Lead master	IK and JMN and GDF			JWFS and SFB			AFC and H-EO				
Wider World	Tracking Grades and Goal-setting			Safer Internet			International Women's Day				
MODULE	[S] Reflective session: who am I?	[L] Happiness and Resilience (JMN)	[S] Careers and strengths (GDF)	[S] AI and Big Tech	[L] Mary Anne Franks - Big Tech	[L] Psychologies of Technology Workshop	[S] Positive masculinity	[S] Sex and Gender	[W] Schools Consent Project workshop / Mr Tim De Meyer		
BLOCK/LESSON	S1	S2	S3	S4	S5	S6	S7	S8			
Date	22-Apr	29-Apr	13-May	20-May	03-Jun	10-Jun	17-Jun	24-Jun			
Theme	Relationships				Economic literacy		Trial s	Trial s			
Lead master	H-EO, and ...				GDF, and ...						
Wider World	Gay Pride				UCAS/Economics						
MODULE	[S] Sexual health	[S] Everyone's Invited	[L] Healthy relationships - RAP project	[S] LG BT History	Student finance		No session	No session			