PORG International School

PSHE/RSE Policy

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Introduction and Scope

This policy explains how PORG International School provides Personal, Social, Health and Economic (PSHE) education, Relationships Education and age-appropriate Sex Education (RSE) to children aged 3–11. It applies to EYFS and Years 1–6, including mixed-age classes. Teaching is delivered through a planned curriculum and reinforced through the ethos, routines and safeguarding practice of the school.

The policy takes effect on 1 August 2026. Its curriculum planning incorporates the Department for Education (DfE) revised Relationships Education, Relationships and Sex Education and Health Education guidance which takes effect in England on 1 September 2026, together with the British Schools Overseas (BSO) Standards (2023) and the EYFS framework relevant to the 2026/27 school year. As a school in the Czech Republic, PORG applies these British curricular and inspection expectations in conjunction with applicable Czech law. References to English statutory duties describe the English framework and should not be interpreted as automatically creating separate Czech statutory obligations.

At primary level, Relationships Education is a core part of the programme. The school also provides health education, including puberty and menstrual wellbeing, and the relevant knowledge covered in Science. Any additional, non-statutory primary Sex Education is clearly identified in planning and communicated to parents.

Ethos

PSHE/RSE is underpinned by the ethos and values of PORG International School: Passion, Opportunity, Resilience and Growth. These values are reflected in our whole-school aims: *"Learn for life, look after yourself, work for each other and be yourself."*

Our vision is to create a positive, safe, inclusive and stimulating learning environment in which all members of the school community develop confidence, knowledge, skills, respect and empathy.

We recognise that Relationships and Sex Education (RSE) is an important part of pupils' personal, social, physical, moral and emotional development. It promotes an understanding of healthy and respectful relationships, personal responsibility, mutual respect, care and the importance of family life.

Our approach reflects the diverse cultural and family backgrounds of our international school community. We aim to ensure that all pupils feel valued, respected and supported, regardless of their individual circumstances, backgrounds or needs.

Aim

At PORG International School, we aim to provide a comprehensive, age-appropriate PSHE/RSE curriculum that meets pupils' needs based on their age, maturity, and stage of personal development.

Through PSHE/RSE education, we aim to equip pupils with the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives and to become informed, responsible and respectful members of society.

In particular, our PSHE/RSE provision aims to enable pupils to:

- Build and maintain positive, healthy and respectful relationships with family members, friends, peers and trusted adults.
- Understand personal boundaries, privacy, bodily autonomy and consent in everyday interactions, and recognise how and when to seek help.
- Recognise bullying, discrimination, prejudice, coercion, abuse and unsafe behaviour, including risks associated with online communication.
- Develop emotional awareness, resilience, self-confidence and strategies to support their physical and mental health and wellbeing.
- Understand the physical and emotional changes associated with growing up, including puberty, through factual, sensitive and age-appropriate education.
- Respect and appreciate different family arrangements, cultural backgrounds, beliefs and individual needs, promoting equality, diversity and inclusion.
- Develop an understanding of their rights and responsibilities and the importance of treating others with kindness, dignity and respect.
- Prepare for the emotional, social and physical changes associated with the transition to secondary education.

We are committed to regularly reviewing and evaluating the effectiveness of our PSHE/RSE provision to ensure that it remains relevant, inclusive and responsive to pupils' needs.
Teachers will reflect on their teaching and pupils' progress, while the PSHE Lead will monitor curriculum delivery, gather feedback from staff and contribute to ongoing improvements. The Head of School will work with the PSHE Lead to review provision and identify priorities for development, reporting significant findings and recommendations to the Proprietor as appropriate.
Parents and carers will be informed of significant changes to the PSHE/RSE curriculum or policy, and the school will encourage open communication and cooperation between home and school.

Roles and responsibilities

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum at PORG International School. The programme is delivered through planned PSHE lessons, Social Studies, Science and age-appropriate activities within the Early Years Foundation Stage (EYFS). The school recognises the important role of parents and carers in their children's personal, social and emotional development. We are committed to working in partnership with families to promote a shared understanding of RSE and ensure that our provision meets pupils' needs.

Proprietor and School Leadership

The Proprietor is responsible for approving the PSHE/RSE Policy, overseeing its implementation and ensuring that the school meets the relevant British Schools Overseas Standards.
The Head of School is responsible for:

- Ensuring that PSHE/RSE is delivered consistently and appropriately across EYFS and Primary.
- Ensuring that staff receive appropriate guidance, training and support.
- Providing suitable teaching materials and resources.
- Monitoring the effectiveness of the programme and identifying areas for improvement.
- Ensuring that parents and carers are informed about the school's RSE provision.
- Reviewing the policy and curriculum in collaboration with the PSHE Lead and reporting significant changes to the Proprietor.

The PSHE Lead coordinates curriculum planning, monitors progression and assessment, supports teachers and reviews teaching materials to ensure that lessons remain appropriate for pupils' ages and developmental needs.

Class Teachers and Staff

Class teachers, Social Studies teachers and EYFS practitioners are responsible for delivering PSHE/RSE in a sensitive, inclusive and age-appropriate manner.
Staff are expected to:

- Follow the school's agreed curriculum, policy and teaching plans.
- Model positive attitudes, respectful relationships and appropriate behaviour.
- Provide accurate, factual and balanced information without allowing personal beliefs to influence teaching.
- Monitor pupils' understanding and progress.
- Respond sensitively to individual needs, including those of pupils with SEND or English as an Additional Language (EAL).
- Establish a safe classroom environment in which pupils feel comfortable asking questions.
- Refer safeguarding concerns or disclosures promptly to the Designated Safeguarding Lead (DSL).
- Seek guidance or additional training when necessary.

Appropriately qualified external visitors may contribute to PSHE/RSE lessons where suitable. All visitors must follow the school's safeguarding procedures, and teaching staff remain responsible for the supervision and delivery of the curriculum.

Pupils

Pupils are encouraged to participate actively and respectfully in PSHE/RSE lessons, according to their age and stage of development.
They are expected to listen to others, respect different perspectives, contribute appropriately to discussions and seek support from trusted adults when needed.
The school recognises that pupils may have different levels of understanding, maturity and confidence. Teaching approaches will reflect these differences.

Parents and Carers

PORG International School recognises parents and carers as essential partners in their children's personal, social and emotional education.
We aim to establish positive and supportive relationships with families through mutual understanding, trust and cooperation.
The school will:

- Inform parents and carers about the PSHE/RSE Policy and curriculum.
- Make the policy and curriculum overview accessible to families.
- Provide opportunities to review relevant teaching resources and discuss the content of lessons.
- Inform parents about any additional non-statutory Sex Education included in the Primary curriculum.
- Respond to questions, concerns or requests for clarification.
- Consult parents when reviewing or making significant changes to the Relationships Education policy.

Parental Withdrawal from Sex Education

Parents and carers may request that their child be withdrawn from non-statutory Sex Education delivered as part of the Primary PSHE/RSE programme.
Parents wishing to exercise this right should contact the Head of School, who will discuss their concerns, explain the curriculum content and clarify which elements are subject to withdrawal.
Where a parent requests withdrawal from non-statutory primary Sex Education, the request will be granted and recorded. Appropriate alternative educational activities will be provided during the relevant lessons.
Parents cannot withdraw their children from Relationships Education or from content taught as part of the Science curriculum. Health Education topics, including puberty and menstrual wellbeing, also remain part of the school's planned provision and are not included in the withdrawal arrangements.
All requests will be handled sensitively, respecting the privacy and wellbeing of the pupil concerned.

The PSHE/RSE Curriculum

Effective Relationships & Sex Education can significantly contribute to developing the personal skills children need to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. At PORG International School, we use the PSHE Association Scheme of Work for PSHE. We have selected this scheme as we feel it fulfils our pupils' needs and meets our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our children and in consultation with school staff and Governors. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

There are close links with other subjects, such as Science and/or Computing, where online safety is also taught. Many aspects of PSHE are also taught or revisited through whole-school assemblies. Some aspects of PSHE are delivered via class discussions or a planned community circle time to meet the class's needs or to respond to something that has happened.

PSHE/Relationships Education is also taught as part of Social Studies. As part of study, children will be taught what a relationship is; the different types of relationships they might have, e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

The PORG International PSHE curriculum overview (statutory and non-statutory) is attached for parents to view as part of this policy. More detailed elements of each area can be shared on request.

In each year group, lessons will recap the content of previous years as a reminder and to allow children to "catch up" if they were not present for the previous year's lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Where appropriate, we will also follow up on this question with parents and carers.

We believe that teaching this additional content to pupils will ensure that they are better prepared for the transition to secondary school and also support their personal and social development as they grow into young adults.

We will follow the PSHE Association Guidance to ensure that we teach PSHE safely and sensitively.

Delivery

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular timetabled PSHE education programme. RSE is delivered predominantly by class teachers or Social Studies teachers in mixed-gender groups, other than when it is deemed more appropriate for topics to be covered in single-sex groups; this will be decided by the

class teacher after discussion with the subject lead. Occasionally, appropriately experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in school. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

Teaching and learning strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree on further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example, “someone I know...” rather than “I” or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example, around menstruation, this should always be depersonalised and discussed in the third person rather than the first person.

Managing difficult questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the children concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- Use specific ground rules for this work, which will clarify boundaries for children/young people and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g., the school nurse, teacher, or pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question they do not feel comfortable answering within the classroom or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skills and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is inappropriate, this should be acknowledged, and if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who are responsible for talking to their children about sensitive matters. We will also encourage parents to speak with the school if they have any questions or queries, and if they would like advice on supporting their child better and continuing learning outside of the classroom.

Equalities and Diversity

At PORG International School, each child is valued, and we provide equal opportunities for all pupils to maximise their potential, regardless of age, sexual orientation, gender, race, colour, religion, or disability. Planning and resources are reviewed to ensure they comply with equality legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities, including those under the Equality Act (2010). Topics are presented from a variety of perspectives and beliefs so that children can form their own informed opinions while also respecting others who may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence how the subject is taught in school. In our school, we seek to recognise and embrace the diverse nature of our community.

We aim to value and promote ethnic, religious, and cultural diversity as part of modern society. We will explore different cultural beliefs and values, encourage activities that challenge stereotypes and discrimination, and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE to promote any form of sexual orientation.

Staff support and training

The PORG International School believes in the importance of appropriate staff training

to enable staff to deliver effective RSE. The PSHE Lead will access courses or inset opportunities to assist staff involved in the delivery of RSE following the School Improvement Plan.

Publication

This policy is updated annually and is published to all staff and volunteers. The PORG International School PSHE/RSE policy is available to school personnel, teaching and non-teaching staff, pupils and parents in the school information system.

Link with other policies

- Antibullying Policy.
- Behaviour Policy.
- Complaint Policy.
- Computing policy.
- Curriculum Policy.
- Safeguarding Policy.

Key Contacts

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