



CHANNING SCHOOL

PSHE & RSE POLICY

This policy applies to the whole School including to the EYFS

Updated	Review Date	Version
September 2026	January 2027	26.2

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Signed by: Board of Governors (Education)

PSHE & RSE POLICY

This policy should be read in conjunction with the School's Curriculum Policy, Safeguarding and Child Protection Policy and Procedures and Mental Health Policy

- Appendix A - Junior School PSHE Curriculum
- Appendix B - Senior School PSHE Curriculum
- Appendix C - Y12 & Y13 PSHE Curriculum
- Appendix D - SMSC development (Junior and Senior Schools)
- Appendix E - Relationships and Sex Education (RSE)
- Appendix F - Drug Awareness Education
- Appendix G - Careers Education
- Appendix H - Collective Worship statement
- Appendix I - Fundamental British Values statement (Citizenship Education)
- Appendix J - Healthy Eating

PSHE is an essential and integral part of the whole School curriculum at Channing. The syllabus is designed to promote the overall personal and social development of pupils and seeks to underpin the school's aims and principles. We recognise that there is a link between the personal, social and moral development of each pupil and their achievement, both at School and as a member of a diverse, multicultural society.

The aim of Personal, Social, Health and Economic Well Being Education (PSHE) is to help pupils to embrace change, feel positive about who they are, and to enjoy healthy and safe lives. Additionally, it seeks to enable pupils to develop their self- knowledge and self-confidence.

The role of the PSHE teacher is to help each pupil in their personal, social and vocational development, creating relationships of mutual trust and respect. Additionally, they should assist pupils to acquire an appreciation of and respect for their own and other cultures, faiths and beliefs in a way that promotes tolerance and harmony, and equip them to avoid and challenge prejudices.

The PSHE Curriculum is in line with the PSHE association guidelines which emphasises the importance of both personal and economic wellbeing. The curriculum also incorporates Citizenship, Relationships and Sex Education; Drug Awareness Education; Mental Health and Wellbeing education; and Life Online (internet/digital awareness and safety, social media etc). Careers Education also takes place in PSHE lessons.

The Head of PSHE, JS PSHE Lead, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

The curriculum aims to develop essential skills and processes, such as critical reflection, decision making, managing risks, developing relationships and working with others. The aim of Citizenship Education is to help pupils learn how to become active, informed and responsible citizens and to value living in a democratic society, with British values, laws and individual liberties.

The curriculum also aims to develop skills and aptitudes such as interpreting the media, expressing opinions, resolving conflicts and participating in the wider community. It provides pupils with a broad general knowledge of public institutions, such as the Houses of Parliament and House of Lords in England. Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. They are also encouraged to distinguish right from wrong and to respect civil and criminal law. The Fundamental British Values (FBV) permeate the PSHE curriculum and the School experience as a whole: democracy, the rule of law, individual liberty, and mutual respect and tolerance.

We have a whole-school approach to promoting health and have an annual Wellbeing Week in both the Junior and Senior School. Furthermore, PSHE lessons are central to developing Spiritual, Moral, Social and Cultural Education Education (SMSC).

Curriculum

The Junior School follows a PSHE scheme of work called Jigsaw. The Jigsaw Programme provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our pupils. Every Jigsaw lesson offers opportunities for SMC to be developed, this is clearly mapped and balanced across each year group (appendix 1). The scheme consists of six units which are used across the school: Being in My World, Celebrating Difference (including anti-bullying), Dream and Goals, Healthy Me, Relationships and Changing Me (including Sex Education).

Lessons involve in-depth discussion and role play. The girls are then asked to reflect on their learning and share their thoughts through comments or films on Seesaw, Google Classroom or Firefly. In school, each form room has a PSHE display board where together the girls work towards the end of the topic outcome, e.g. compliment kites or trophies of celebrations.

Appendix A - Junior School PSHE Curriculum



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe Online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

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PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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Appendix B - Senior School PSHE Curriculum Summary

The Senior School PSHE curriculum is delivered through tutor-led lessons, specialist staff input and, where appropriate, external providers. Content is reviewed regularly and adapted where necessary to reflect pupils' needs, statutory guidance and relevant safeguarding priorities.

Year 7

RSE

Pupils learn about puberty, menstrual wellbeing, physical and emotional changes during adolescence, respectful relationships, healthy friendships, including trust, honesty, kindness, boundaries and consent, marriage and different types of families.

Health and wellbeing

Pupils learn about healthy eating, personal hygiene, dental hygiene, body image, self-esteem, sleep, physical activity, emotional awareness and maintaining good mental health.

Online safety

Pupils consider how to manage social media, screen time, online risks, sharing content, over-reliance on online relationships, grooming and where to seek help.

Citizenship, equality and wider PSHE

Pupils explore racism, disability discrimination, protected characteristics, democracy, Parliament, political debate, bullying, cyberbullying, stereotypes and respectful behaviour.

Drug awareness

Pupils learn about smoking tobacco, vaping, drugs, addiction and associated health risks.

Economic wellbeing

Pupils are introduced to economic wellbeing through topics such as Fair Trade and global citizenship.

Careers and study skills

Pupils hear about different careers and develop study skills such as target setting, note-taking, mind mapping and revision planning.

Evaluation

Pupils complete evaluation activities to help them reflect on their learning in PSHE.

Year 8

RSE

Pupils learn about anatomy, sexual intercourse, pregnancy, childbirth, consent, sexting, sexuality, personal boundaries, dating, messaging, commitments, families, grooming and forced marriage.

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Relationships and wellbeing

Pupils explore friendship, healthy relationships, relationship happiness, managing conflict, bullying, cyberbullying, assertiveness, listening skills, body image, eating disorders, self-belief, hope, emotional connections, self-harm and maintaining good mental health.

Health and wellbeing

Pupils learn about physical health, healthy lifestyles, vaccination and health prevention.

Online safety

Pupils learn about online safety, gambling, advertising, online addiction, targeted content, online gaming, video game monetisation, online scams and how personal or financial information may be misused online.

Citizenship, equality and wider PSHE

Pupils learn about voting, general elections, the Houses of Parliament, racial stereotyping and Islamophobia.

Drug awareness

Pupils learn about alcohol, vaping, nicotine products, addiction and associated risks.

Economic wellbeing, careers and study skills

Pupils explore personal finance, including credit cards, loans and debt. They also hear about pathways and careers, and develop planning and revision skills.

Evaluation

Pupils complete evaluation activities to reflect on their learning and progress in PSHE.

Year 9

RSE

Pupils learn about healthy and unhealthy relationships, delaying sexual activity, sexual pressure, respect, commitment, loyalty, recognising abusive relationships, consent, contraception, STIs, pregnancy, parenting, protected characteristics, FGM, and age-appropriate information about the law and support relating to virginity testing and hymenoplasty.

Health and wellbeing

Pupils explore body image, the media, self-esteem, self-harm, vaccination, stress management, mental health and preparation for examinations.

Online safety

Pupils learn about digital footprints, privacy, data management, how information is collected and used online, online influences, gambling, online gambling, debt and addiction.

Citizenship, equality and personal safety

Pupils explore racism, forced marriage, personal safety, criminal exploitation including county

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lines, and the risks and legal consequences relating to carrying knives or weapons.

Drug awareness

Pupils learn about addiction, peer pressure and drugs.

Economic wellbeing, careers and study skills

Pupils explore borrowing, debt, GCSE option choices, links between interests and careers, and study skills.

Evaluation

Pupils complete evaluation activities to reflect on their learning and progress in PSHE.

Year 10

RSE

Pupils learn about sexual exploitation, miscarriage, consent, sexual harassment, sexual violence, sexism, misogyny, contraception, pornography, sexual health, STIs, the risks and legal consequences of sharing indecent images, signs of abuse within teenage relationships, domestic violence and support services.

Health and wellbeing

Pupils learn about anxiety, mindfulness, reproductive health, first aid, blood donation, organ donation and links between relationships, health and wellbeing.

Citizenship and wider PSHE

Pupils explore extremism, community cohesion, critical thinking, recognising and evaluating arguments, defending rights and understanding conflict.

Drug awareness, careers and study skills

Pupils learn about alcohol, alcohol units, low-risk alcohol guidance, binge drinking, long-term alcohol misuse, cocaine, ecstasy, ketamine and legal highs. They also explore careers and develop examination preparation skills.

Evaluation

Pupils complete evaluation activities to reflect on their learning and progress in PSHE.

Year 11

RSE

Pupils revisit consent and learn about sexual harassment, sexual violence, sexual exploitation, rape, technology in teenage relationship abuse, sexting, STIs and testing, reproductive health, menopause, pregnancy choices, crisis pregnancy, and access to sexual health advice and support.

Health and wellbeing

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Pupils learn about coping with uncertainty, poor mental health, breast cancer, cervical cancer, screening, self-examination, menstrual and gynaecological health, fertility, pregnancy loss, accessing healthcare services and relevant principles around medical consent.

Online safety

Pupils learn about online risks, including the long-term impact of sharing content.

Citizenship, equality and personal safety

Pupils learn about violence against women and girls, honour-based abuse, how societies can limit the potential of women, and strategies to reduce risk and seek support.

Drug awareness, economic wellbeing, careers and study skills

Pupils learn about cocaine, legal highs, prescription drug misuse, financial awareness, bank accounts, A Level choices, careers planning and GCSE preparation.

Evaluation

Pupils complete evaluation activities to reflect on their learning and progress in PSHE.

Appendix C - Y12 & Y13 PSHE Curriculum

Note: Sixth Form PSHE is a dynamic programme that varies with new speakers and talks added each year. The list of sessions below is not exhaustive and operates on a two-year rolling setup.

Year 12 Autumn Term

Introduction to Sixth Form Life

Pupils engage in a series of challenges as a form alongside their tutor in order to begin the process of forming a team bond and to welcome them back after their long break following GCSEs.

Personal Development and Wellbeing Education

We plan 'Buddy time' into this term where Y12 students are paired with a Y13 and they are given allocated time to discuss a topic which in the Autumn Term is tips for making the most out of Sixth Form. The pupils also have subject review and Target setting 1:1s with their form tutors. Students typically also carry out their work experience feedback presentations.

Diversity

Pupils are given the opportunity to hear outsider speakers give talks related to the theme of Diversity and Inclusion with this year Alex Ntung from Diversity for Education giving a talk on refugees.

Sex and Relationships Education

Pupils explore the concept of healthy relationships and consent in a workshop led by The Brook Organisation. They will also hear a PSHE session on Gender Based Violence. Students also hear a session on breast cancer awareness.

Study Skills

Pupils are given a practical session in which they are taught about the way in which their minds work with practical tips about how best to use this information to study and revise in a Sixth Form context

Spring Term

Personal Development and Wellbeing Education

Pupils are given the opportunity to apply to be involved with the Peer Education Project (PEP). Successful applicants are trained during PSHE time and then run the programme over the course of the term. Pupils are also given the opportunity to work on their self-confidence in a workshop

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run by the Beatbox Collective designed to bring them out of their comfort zone and to expose them to other cultures.

Pupils will also take part in a Basic Finance course to learn about some basic financial concepts such as savings/investments.

Careers:

Students have a 1:1 interview with a qualified Careers Adviser designed to support their career choices. They attend talks on the UK and overseas application processes; attend the Springboard HE event which has subject and specialist talks on options including Oxbridge, degree apprenticeships and art foundation courses; attend the Channing Springboard HE fair, and have the option to attend external fairs. Ongoing specialist support for applicants to overseas universities, Oxbridge, Medicine, Veterinary Science and Dentistry is provided by the relevant Coordinators in conjunction with HoDs and other mentors.

Pupils are introduced to the Careers Programme at sixth form level which is branded as 'Springboard to the Future'. It includes a series of events designed by the Careers and HE department including talks, events and networking opportunities for students (and in some cases their parents). Students have ongoing access to the Morrisby and Unifrog destinations platforms. The Opportunities Bulletin is published each half term and updated continually. Career talks from external speakers occur periodically, encompassing a range of careers. An interview and assessment centre skills event is held every autumn term.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds. During Holocaust Memorial Week they will hear from a survivor about their personal experience during the Holocaust. They will also explore the topic of extremism and hear from an organisation about how to tackle extremism in Society - last year this was run by Hope Not Hate.

Sex and Relationships Education

Pupils explore the topic of dealing with sexual harassment through a tutor-led session.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds through a series of PSHE lessons provided by the Empathy Week Organisation and adapted to suit our needs. Recent lessons have featured issues such as refugees, racism, body dysmorphia, disability, down syndrome, LGBTQ+ amongst others.

Summer Term

Study Skills

Pupils begin the term by undertaking their Y12 practice examinations.

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Personal Development and Wellbeing Education

Pupils engage in one last session of Buddy time providing their Y13 buddies and are given advice about the challenges of Y13 and how best to prepare for them. They also present to their form tutors their Channing project presentations and are given feedback on their research, written and verbal presentation skills.

Careers

During Enrichment Week, students attend the Channing Careers Convention; make work insight visits across different sectors; are supported on UCAS Applications Day in making applications and writing personal statements, and are encouraged to organise work experience in the summer holidays and attend university open days and HE fairs independently.

Diversity and Inclusion

Pupils attend a workshop given by the Diversity Role Models Organisation related to LGBTQ+ and promoting greater tolerance and understanding of the community.

Personal Safety:

Pupils are given a practical session of self-defence.

Year 13 Autumn Term

Careers

Students complete their UCAS applications with the support of their form tutors and the Head of Careers and HE, Oxbridge Coordinator and Overseas Applications Coordinator as applicable. Oxbridge and MVD mock interviews and an academic forum are held, and they attend another iteration of the Interview and Assessment Centre Skills event.

Personal Development and Wellbeing Education

We plan 'Buddy time' into this term where Y12 students are paired with a Y13 and they are given allocated time to discuss a topic which in the Autumn Term is tips for making the most out of sixth form. The pupils also have subject review and Target setting 1:1s with their form tutors. Students typically also carry out their work experience feedback presentations.

Diversity and inclusion

Pupils are given the opportunity to hear outsider speakers give talks related to the theme of Diversity and inclusion with this year Alex Ntung from Diversity for Education giving a talk on refugees.

Spring Term

Careers

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Students are guided through the process of updating their CV and finalising their post-Channing plans. Interview preparation for medicine continues. Home and overseas applicants are supported in their decision making as offers are received.

Personal Development and Wellbeing Education

Pupils carry out a lesson on 'Money matters' related to financial education and how best to manage their finances at University and beyond.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds through a series of PSHE lessons provided by the Empathy Week Organisation and adapted to suit our needs. Recent lessons have featured issues such as refugees, racism, body dysmorphia, disability, down syndrome, LGBTQ+ amongst others. Pupils are also given the opportunity to work on their self-confidence in a workshop run by the Beatbox Collective designed to bring them out of their comfort zone and to expose them to other cultures.

Sex and Relationships education

Pupils are given a talk by The Rap Project on concepts including dangers at university and how to protect yourself and others including concepts of: Active bystanders and toxic masculinity.

Study skills

The Assistant Head:Teaching and Learning gives a talk on how best to revise and how to construct a revision timetable.

Summer Term

Personal Development and Wellbeing Education

Pupils engage in one last session of Buddy time providing their Y12 buddies with advice about the challenges of Y13 and how best to prepare for them.

Study Skills

The Assistant Head:Teaching and Learning gives a talk about how best to finalise their Examination preparation giving them last minute tips and reminders before they go on study leave.

Careers

Students receive information about Results Day, Clearing and the support Channing can provide for post qualification applications.

Appendix D - SMSC development (Junior and Senior School)

Term	Puzzle (Unit)	SMSC & Development Focus
Autumn 1	Being Me in My World	Social/Moral: Identity, belonging, class/school rules, democracy, rights and responsibilities.
Autumn 2	Celebrating Difference	Moral/Cultural: Anti-bullying (cyber/homophobic), diversity, understanding differences, empathy.
Spring 1	Dreams and Goals	Social/Spiritual: Aspirations, resilience, motivation, working together, money management.
Spring 2	Healthy Me	Social/Moral: Self-esteem, confidence, healthy choices (drugs/alcohol/sleep/nutrition), safety.
Summer 1	Relationships	Social/Moral: Friendship, family, conflict resolution, communication,

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bereavement/loss.

Summer 2

Changing Me

Social/Spiritual/Moral:

Growing up, puberty, transition,
understanding
physical/emotional changes.

Spiritual Development in Senior School PSHE and Citizenship

Through fostering an awareness of the meaning and purpose of life and of differing values in society. Through discouraging stereotyping and the pre-judging of people because of their gender, age, race, beliefs, disabilities, marital and relationship status or sexual orientation, and in line with the protected characteristics set out in the Equality 2010 Act. Through promoting the sound values associated with Unitarianism.

Moral Development in PSHE and Citizenship

Through fostering a critical appreciation of 'right and wrong', justice, fairness and responsibility. Helping pupils to recognise and respond to bullying and anti-social behaviours. Through recognising the roles of the citizen and consumer in making ethical choices, and challenging attitudes and prejudices.

Social Development in PSHE and Citizenship

Through fostering the ability to empathise, communicate effectively and listen to other people's views. Helping pupils to acquire the understanding and skills needed to become responsible and informed members of society. Through investigating strategies for conflict resolution and developing and understanding of the importance of self-esteem and respect for others.

Cultural Development in PSHE and Citizenship

Through helping pupils to understand the different groups in society they belong to, and promoting respect for diversity and difference. Through fostering an understanding of issues outside their immediate environment and seeing how their own behaviour can have wider consequences.

Appendix E - Relationships and Sex Education

What is Relationships and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of respect, self-esteem and healthy relationships. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It also supports pupils in making informed choices about risks and potential dangers.

There are clear connections between RSE, Drug Awareness Education, Citizenship and Personal/Internet Safety lessons at Channing, which are made explicit in the programmes of study. This includes teaching about online relationships, digital safety, online sexual harassment and abuse, and the risks associated with sharing images or personal content online. In the Senior School, this includes age-appropriate teaching about AI-generated sexual imagery, deepfakes, grooming, sextortion, online scams and harmful online influences, including content that may normalise misogyny or sexual harassment.

PSHE Association guidance has informed the development of RSE at Channing.

A copy of this policy is available free of charge on request and is published on the School website. Channing School has regard to the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025), for introduction from 1 September 2026, when developing its RSE provision. As an independent school, Channing also uses the health education sections of the guidance to support its PSHE and wellbeing provision. The School also follows guidance and associated publications referenced in section 80A of the Education Act 2002 and the Equality Act 2010 when developing its RSE provision.

Factors that have been Considered when Planning for RSE

- Inclusion

Respecting diversity is central to our School's ethos and much consideration is given to providing lessons that are inclusive. Lessons devised to help pupils understand people who are different from themselves are also central to the programmes of study across the School.

- Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic and cultural groups and will respond appropriately to parental requests and concerns. Parents are informed about RSE curriculum content at the beginning of the academic year.

Parents are provided with clear information about the content of the RSE curriculum and may request to view the materials used in its delivery. The School will respond to such requests and make materials available in an appropriate format, taking into account copyright and safeguarding

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considerations. Copyright may affect the way in which materials are shared, but will not be used as a reason to refuse reasonable parental access to curriculum materials. Where appropriate, materials may be made available through a parent portal, presentation or supervised viewing arrangement, with conditions to prevent onward sharing.

- Accessibility

As with all lessons at the School, pupils with SEND are supported by providing a variety of different resources that cater to a wide range of learning styles and can also be easily adapted by Form Teachers/Tutors.

- Sexual Orientation, Biological Sex and Gender Reassignment

We aim to deal sensitively and honestly with issues of sexual orientation, biological sex and gender reassignment, and to answer appropriate questions and offer support. Teaching in this area is age-appropriate, grounded in the facts and the law, and promotes respect and dignity for all pupils. Where issues are subject to significant debate, pupils are encouraged to consider different views respectfully and the School does not present any contested view as fact. Content relating to sexual orientation and gender reassignment is integrated into RSE where relevant rather than delivered only as a standalone unit or lesson.

Where external resources are used in RSE, the School will review them in advance to ensure that they are age-appropriate, evidence-based, aligned with this policy and suitable for the pupils being taught. Parents may request to view RSE curriculum materials in line with the School's arrangements for parental access to resources.

The School specifically acknowledges the fact that a child or a young person who may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. Our RSE policy therefore reflects the vital importance of staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

- Confidentiality, Controversial and Sensitive Issues

Teachers understand that they cannot offer unconditional confidentiality and that they must report any concerns to a member of the Senior Pastoral Management Team (SPMT) in the Senior School, SMT (Senior Management Team) in the Junior School or Senior Leadership Team.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse the staff member will do the following:

- The young person will be encouraged to talk to a trusted adult;

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- Staff are aware that any child protection concerns must be referred to the Designated Safeguarding Lead (DSL) in the School;
- The young person may be referred to a School Nurse for advice about contraception.

School Nurses are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's confidentiality protocols.

Organisation of Relationships and Sex Education (RSE) within PSHE in Junior School

The Junior School includes the statutory Relationships and Health Education within the whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. This programme's complimentary policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported. PSHE and RSE are taught by the Form Teacher/ CoForm teachers. Teachers who are uncomfortable or do not feel confident with teaching RSE can ask to have support from other staff members when teaching the lesson. They are supported by the PSHE Lead.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units). These are taught across the School; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.

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Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.
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As puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), we conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. There is no parental right to withdraw pupils from Relationships Education.

The School will inform parents of this right through the weekly Bulletin in advance of the Summer Term. Those that wish to withdraw from Summer Term lessons which explicitly teach Human Reproduction must first consult with the PSHE Lead and Form teacher and then give their written consent for their daughter to be removed. A record of those pupils who have been withdrawn will be kept by the PSHE Lead.

Aims, Principles & Values of RSE in Senior School

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, legal and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can do the following:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others;
- Understand the consequences of their actions and behave responsibly within relationships;
- Recognise and avoid exploitation or pressure into unwanted or unprotected sexual activity;
- Communicate effectively using appropriate terminology for relationships and sex;
- Develop an age-appropriate understanding of human sexuality, including sexual orientation, biological sex and gender reassignment, including relevant facts and the law;
- Challenge sexism and prejudice, and promote equality, respect and diversity;
- Understand the importance of equality and respect, including the law relating to protected characteristics by the end of secondary education;
- Understand the arguments for delaying sexual activity;
- Understand the importance of safer sex;
- Have sufficient knowledge and skills to reduce the risk of sexually transmitted infections, including HIV;
- Know about contraception and how to access local and national sexual health advice and support services;
- Understand how the law applies to relationships, including issues of consent;

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- Understand how the internet can pose risks to their safety and know how to respond if they feel uncomfortable online;
- Be aware of the link between substance use and risk-taking behaviour, including in sexual contexts;
- Understand what constitutes rape, sexual assault and sexual harassment;
- Understand that sexual violence and sexual harassment are never the fault of the person experiencing them, that anyone can be affected, and that pupils should avoid language or assumptions that stereotype boys or girls.

In addition, we believe that RSE should do the following:

- Encourage every pupil to contribute positively to lessons;
- Gather pupil feedback via student questionnaires and implement their ideas into future lessons;
- Respect a variety of types of family structure;
- Encourage pupils and teachers to share and respect each other's views;
- Try to generate an atmosphere where discussion on sexual matters can take place without causing undue embarrassment;
- Recognise that parents are the key people in teaching their children about relationships and sex, and work in partnership with parents and pupils by providing clear information about the content of the curriculum each year, seeking their views and feedback (for example through questionnaires), and offering opportunities for engagement such as information evenings;
- Ensure that parents can request to view the RSE curriculum materials used with pupils, including materials provided by external organisations where relevant.

RSE covers three main elements: Attitudes and Values, Personal and Social Skills, Knowledge and Understanding.

Organisation of RSE within PSHE and Science Lessons in the Senior School

The curriculum is carefully sequenced to ensure that content is age-appropriate, developmentally appropriate, and delivered at a timely point in pupils' education. All teaching materials are regularly reviewed to ensure that they are accurate, evidence-based, unbiased, accessible for pupils with SEND, and appropriate to the age and needs of pupils.

RSE is delivered through the PSHE programme and Science lessons. Tutors usually deliver the PSHE curriculum, supported where appropriate by external professionals and older pupils. Form Tutors, who know their pupils well, are well placed to respond to individual needs and circumstances.

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Where external providers are used, the School remains responsible for the content and delivery of RSE and checks the suitability of external providers, resources and lesson plans in advance. The School agrees in advance how any safeguarding concern arising during a session delivered by an external provider will be handled in line with the Safeguarding and Child Protection Policy.

RSE lessons are set within the wider context of the PSHE curriculum and focus primarily on the emotional aspects of development and relationships, while also addressing the physical aspects of puberty and reproduction.

- In Year 7, pupils are introduced to puberty and the physical changes of adolescence, alongside the development of healthy relationships.
- In Year 8, pupils develop understanding of sexuality, anatomy, reproduction and childbirth.
- In Year 9, the focus is on healthy relationships, including recognising abusive relationships.
- In Year 10, pupils examine sexual harassment, consent, contraception, pornography, sexual health and how to reduce the risk of STIs. This includes public sexual harassment, upskirting, pressuring others to do sexual things, and the taking or sharing of intimate or sexual images without consent.
- In Year 11, pupils explore consent, sexual harassment and sexual violence, sexual exploitation and rape, reproductive health including menopause, crisis pregnancy and access to sexual health advice and support. Pupils also learn that applying pressure to someone's neck or covering someone's mouth and nose is dangerous and can be a criminal offence, even where no injury is caused.

When pupils ask questions, these are answered honestly and in an age-appropriate way, within the ground rules established by staff. Pupils are made aware that confidentiality within the classroom cannot be guaranteed, and that personal questions are better addressed on a one-to-one basis. Pupils are also signposted to appropriate support where needed.

Where a question relates to sex education from which a pupil has been withdrawn, staff respond in a way that maintains the withdrawal arrangement while continuing to meet safeguarding responsibilities and signpost pupils to appropriate support where needed.

Teachers are supported in delivering RSE through collaboration with colleagues, including co-tutors, the School Nurse, the Head of PSHE and, where appropriate, the Assistant Head of PSHE.

There are clear connections between RSE, Drug Awareness Education, Citizenship and Personal/Internet Safety lessons at Channing, which are made explicit in the programmes of study. This includes teaching about online relationships, digital safety, online sexual harassment and abuse, and the risks associated with sharing images or personal content online.

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Right of Withdrawal from RSE

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not from Relationships Education, Health Education, or any content taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. Before any request is agreed, the School will discuss the request with parents, and with the pupil where appropriate, to clarify the nature and purpose of the curriculum and to consider the pupil's needs. From three terms before a pupil turns 16, the pupil may choose to receive sex education even where a parental withdrawal request has previously been made. Where a pupil is withdrawn, the School will ensure that appropriate, purposeful education is provided during the period of withdrawal.

In secondary education, the Headmistress may refuse a withdrawal request in exceptional circumstances, for example where there are safeguarding concerns or where a pupil has specific vulnerabilities.

We would make alternative arrangements in such cases and the pupil would be supervised by a Form tutor. Parents are informed of the topics of all PSHE lessons at the beginning of every year and are encouraged to respond to questionnaires and get in touch if they have questions. Parents are welcome, by appointment, to meet with the Deputy Head to discuss any RSE resources the school uses.

RSE & Health Curriculum Mapping

The Senior School curriculum is mapped against the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025), for introduction from 1 September 2026. Detailed curriculum mapping is held centrally by the Head of PSHE and reviewed regularly to ensure that provision remains age-appropriate, responsive to pupil need and aligned with relevant safeguarding priorities.

Appendix B provides a parent-facing summary of the Senior School PSHE curriculum, including RSE content, by year group. Parents may request further information about curriculum content and materials in line with the arrangements set out in this policy.

Organisation of RSE in Y12 & Y13

In Y12 and Y13, we specifically deliver RSE through our PSHE Programme over a two year rolling programme. Tutors usually deliver the PSHE Curriculum with support from outside professionals, where appropriate. Tutors utilise their knowledge and understanding of their individual tutees to

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decide how to make best use of the centrally provided resources and to follow up on talks and resources provided by external providers.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. Our RSE content focuses on a two-year carousel covering: What constitutes a healthy relationship?, Gender identity and LGBTQ+, Being active bystanders, toxic masculinity, and Consent. We work with the Brook Organisation, Diversity Role Models and The RAP project amongst others to ensure our resources are accurate and up to date. Our programme is adaptable and responds to the needs of the cohort. We will incorporate new material if students request specific topics, for example discussing the issues raised by the 'Everyone's invited' movement.

Tutors are supported by the sixth form leadership in their delivery of the materials and time for discussion of the issues raised in PSHE is factored into the form time programme. Students have the right to opt out of sessions they feel may be too triggering or upsetting and we support them by following up with the pupil where appropriate to do so.

Evaluation of RSE

In the Senior School and Junior School (KS2), pupils are asked to complete questionnaires to inform ongoing curriculum development and ensure that provision remains relevant to the needs of pupils. Parents are also asked to complete questionnaires to help the JS PSHE Lead and Head of PSHE evaluate the placement and content of RSE lessons.

Parents were consulted in the development of the RSE provision and will be consulted when the RSE curriculum or policy is reviewed. Parents will also be informed of any significant shifts away from the published policy and relevant materials will continue to be available on request.

In the Senior School, pupils are given a written report every year and standardised effort grades for PSHE as a whole, which are in line with the school's assessment guidelines. Pupils in the Junior School also receive a written report in the Summer Term which includes comments about PSHE in the Form Teacher's section.

Appendix F - Drug Awareness Education

This appendix was developed in response to DfE and ACPO Drug Advice for Schools (September 2012) and is read alongside the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025), for introduction from 1 September 2026, where relevant to Senior School PSHE, health, safety and risk education. It applies to all staff, pupils, parents/carers, governors and partner agencies working with Channing School.

Definitions and terminology

A drug is; "A substance people take to change the way they feel, think or behave." This includes tobacco, alcohol, volatile substances, illegal drugs, prescribed medicines and other unauthorised substances.

The purpose of this policy is to acknowledge and clarify the School's role in Drug Education and prevention as is appropriate to the needs of our pupils. The policy provides information and guidance about drug education for students, teachers, parents and outside agencies or individuals.

Aims

The policy aims to ensure that the approach taken on the issue of drugs is part of our commitment to, and concern for, the health and well-being of the whole school community.

The aim of the Drug Awareness Education Programme is to inform pupils about drugs and their effects and to promote positive attitudes towards healthy lifestyles. It aims to increase pupils' understanding of the legal, health and social implications relating to the misuse of drugs, and to inform pupils about courses of action open to them if they (or people they know) become involved in drug taking. It also informs pupils about support and resources available, both in and outside school.

Set in the broader context, Channing's Drug Awareness Education reflects the whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and believe it is important to take action to safeguard their wellbeing. We believe in sharing the responsibility for drug education with parents and carers.

Principles and Values

The purpose of drug education should be to give students knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

In addition, Channing believes that Drug Awareness Education should:

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- Enable young people to make healthy, informed choices through helping them to increase their knowledge, challenge attitudes and develop assertiveness skills;
- Increase understanding about the possible consequences of drug use and misuse;
- Help pupils to distinguish between different substances, consider their use, misuse, benefit and harm;
- Listen to young people's concerns and to ensure that drug education responds to their needs;
- Counter any inaccurate messages and myths which young people may receive about drugs with accurate information;
- Widen understanding about related health and legal issues;
- Enable students to identify where help and support can be found.

We intend to achieve the above through:

- An appropriate teaching programme in PSHE with clearly defined aims for lessons;
- Reinforcement of key messages at different ages;
- Age appropriate and teaching materials and approaches;
- Working in an integrated way with other professionals, agencies and recovering addicts;
- Regular revision of policy and practice;
- Committing ourselves to a smoke-free environment.

Drug Education opportunities include:

- PSHE lessons;
- National Curriculum subjects, including Science, Religious Education and Drama;
- Assemblies;
- Wellbeing Weeks;
- Specialists and/or professional speakers.

Organisation and Content of Drug Education

Much of the Drug Awareness Education at Channing takes place within PSHE lessons, supported where appropriate by external specialist providers who provide talks and follow-up lessons for pupils. Tutors also deliver some of the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees and we believe that they are usually the best people to work with the students as they are aware of their individual circumstances.

To complement class activities, Drug Education seminars are facilitated for pupils in Years 7 to 11 each year.

- warn girls about immediate and long term dangers of drug taking;
- emphasise the negative aspects of drug taking including side effects/impurity/changes in perception of safety;

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- raise issues relating to personal safety and to give basic first aid advice;
- raise awareness of gender inequalities in relation to alcohol and other drugs;
- make connections with RSE e.g. alcohol and unprotected sex;
- raise awareness of the law in relation to drugs;
- promote agencies and organisations offering help and advice e.g. Frank.

In Year 7, PSHE lessons inform pupils about the dangers and health implications of taking risks and smoking tobacco. Alcohol and Vaping are the main focus of Drug Awareness Education in Year 8 with lessons about the risks associated with binge drinking, alcohol poisoning and vaping. The topic is visited again in Year 10 focusing on alcoholism and units.

Cannabis is the focus of Drug Awareness Education in Year 9, as this is the illegal drug that pupils of this age are most likely to come into contact with. The dangers of taking illegal ‘party’ drugs (such as ecstasy, cocaine, ‘legal’ highs and ketamine) are also exposed in Year 9, and this continues in Year 10, with age-appropriate talks, case studies and specialist input designed to support pupils’ understanding of the risks associated with drug use.

Support is offered by co-tutors and from the Head of PSHE.

There are pertinent connections between RSE, Drug Awareness Education, peer pressure and personal safety which are made explicit in the programmes of study, and including through age-appropriate workshops or specialist input for pupils where appropriate.

Assessment is carried out at the end of every year and often involves detailed pupil self-evaluation of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

We intend our policy to be sensitive to the needs of different ethnic groups. Parents are made aware of lesson content at the beginning of every year.

Confidentiality

Any Drug Awareness Education lesson may involve questions or issues that some pupils find sensitive. Before lessons relating to illegal drugs, staff establish ground rules to discourage inappropriate personal disclosures and to support respectful discussion.

When pupils ask questions, staff aim to answer them honestly and in an age-appropriate way. Where answering a question would involve information that is not appropriate for the age or development of the wider group, the question may be addressed individually at another time.

Teachers understand that they cannot offer unconditional confidentiality. If a member of staff becomes aware that a pupil is taking illegal drugs, is at risk of harm, or has disclosed information that raises a safeguarding concern, this must be referred in line with the School’s safeguarding

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procedures, including to the Deputy Head and/or Designated Safeguarding Lead as appropriate. The implications of any action taken will be carefully considered.

Monitoring and Evaluation

Pupils are given a written report every year and standardised effort grades which are in line with the School's assessment guidelines. Evaluation is carried out at the end of every year and involves detailed pupil self-assessment of knowledge and understanding, interpersonal skills, and attitudes.

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Appendix G - Careers Education, Information Advice and Guidance (CEIAG)

We aim to prepare students for the challenges they may meet in life and work as adults and to promote positive and challenging career aspirations. We aim to foster, develop and maintain links with the world of work (including in the local community) and to enable girls to experience the world outside School and to understand the relevance in the workplace of knowledge and skills learned in school.

Careers Education, Information, Advice and Guidance is an essential and integral part of the whole school curriculum at Channing. All teachers have a responsibility to highlight the links between the learning in their own subjects and its relevance to students' future careers.

As detailed in Course Choices and Careers below, CEIAG is presented in an impartial manner provided in PSHE, form time and enrichment sessions, in standalone events, and also forms part of the academic curriculum. Working in collaboration with pupils, parents, teachers, alumnae and employers, and having regard to the Gatsby Benchmarks, the school is committed to:

- providing students with high quality careers, future study and labour market information, guidance and advice in an appropriate form and tailored to their individual needs which enables them to fulfil their potential;
- enabling students and their parents to make informed and realistic decisions about the increasing number of opportunities available;
- helping prepare students for choices, changes and transitions affecting their future education, including through advice when significant choices are being made;
- enabling students to be equipped with the skills needed to look for and obtain places in further and higher education, training and employment and to manage independent living;
- helping students become aware of their own strengths, weaknesses and personal qualities, and to have a balanced view of their self-worth and potential;
- encouraging students to take responsibility for their own decisions and career planning, and to continue doing so in adult life;
- helping students prepare for adulthood and working life, contributing to the development of the whole person and preparing them for responsible citizenship;
- providing information on the productive use of a gap year;
- providing the opportunity to apply for leadership roles (such as Student Careers Leader) which develop workplace skills;
- providing each student with multiple opportunities to learn from employees and employers about work, employment and the skills that are valued in the workplace;
- ensuring that each student has first-hand experiences of the workplace, including through networking with employers/visits to workplaces and by offering girls the opportunity to apply for work shadowing with hosts from the Channing community;
- ensuring that our CEIAG is available to students online via platforms such as Morrisby and

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Unifrog where it is not possible in person.

To achieve these aims, the Careers Department organises lessons, activities and events in line with the Careers Programme and as detailed in the Appendices on links with the world of work and careers guidance on course choices below.

Links with the World of Work

- Programme of Work Insight Events, Career Talks and Careers Convention

Students in Year 7 and above are invited to career talks given at school by a variety of speakers from different career fields. Events are arranged in school, during Enrichment Week and in conjunction with employers as opportunities allow. An annual Careers Convention takes place in June for Years 10 and 12 where multiple speakers give interactive presentations about their careers, take questions and networking opportunities.

- Work Experience

Students in Year 11 and 12 are encouraged to gain experience of the working world during the holidays or after public examinations. The Careers Department works with the Alumnae Engagement Officer to liaise with the Channing Community to identify opportunities. If in-person work experience is not available, students are encouraged to complete virtual work experience opportunities offered by platforms like Unifrog and Forage, and/or to volunteer within or outside school.

- Other opportunities

Other parts of the school curriculum support careers education, particularly in developing employability skills such as team working, problem solving, project management and communication. These include the Young Enterprise and Duke of Edinburgh's Schemes, the Teen Tech and Step into the NHS competitions, CREST Awards and Project Qualifications.

Course choices & Careers Guidance (for students making course choices on their journey through the School's Careers Programme)

In Year 7-9, you will:

- Be invited to attend Careers Talks and Work Insight Events, and receive guidance during PSHE to raise your awareness of career options;
- Receive a GCSE booklet outlining different courses – Spring Term Year 9;
- Take part in a programme of activities to help you with your future GCSE courses;
- Use the Morrisby program to undertake questionnaires and research to assist with individual careers guidance (Year 9);

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- Have the opportunity to participate in the Step into the NHS and Teentech Competitions (Year 9);
- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Bronze level - Year 9).

In Year 10 & 11, you will:

- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Silver level);
- Take part in a work insight visit during the Summer Term Year 10;
- Take part in Morrisby Aptitudes Testing and review your Morrisby profile and its course suggestions and careers database to widen your knowledge of your options – Autumn Term Year 11;
- Participate in talks on a variety of occupations – Year 10;
- Participate in a Careers Convention at Channing to listen to, network with and ask questions of chosen careers speakers – Summer Term Year 10;
- Be invited to the Sixth Form Presentation Evening – Autumn Term Year 11;
- Receive a Sixth Form Handbook outlining the A level courses and other activities available in the Sixth Form – Autumn Term Year 11;
- Take part in a planned programme of activities to help you with your future A level choices – Autumn Term Year 11;
- Participate in 1-2-1 interviews with the Head of Careers or a member of the Sixth Form Team to guide you on your course/options selection - Autumn Term Y11;
- Attend Enrichment lessons on Future Options - Y10 and (not sure of CGa's title) Y11;
- Receive advice about how to find a work placement and develop skills by applying for suitable opportunities advertised internally;
- Be encouraged to arrange work experience during the Summer Holiday of Year 11.

In the Sixth Form, you will:

- Take part in induction training to develop team building and time management skills;
- Hear from former pupils about their experiences after school;
- Hear talks from and participate in Q&A sessions with experienced professionals;
- Have the opportunity to visit colleges and universities;
- Have help to plan your progression to university, college or employment, including accessing information on Unifrog, Morrisby and the UCAS Hub;
- Take part in the Morrisby Study Interests Update with follow up career interviews with an independent and certified careers advisor – Spring term Year 12;

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- You and your parents will be invited to attend a UCAS Information Evening - Spring Term and to the Springboard HE Fair;
- Be introduced to the Careers Programme which is branded as 'Springboard to the Future' and Springboard HE Event;
- Be informed of holiday or other courses open to Year 12 students such as Medlink, taster courses, Debate Chamber etc.;
- Participate in the Careers Convention in Year 12 to hear from and network with various careers speakers;
- Be encouraged to organise a work placement during the holidays, receive guidance about the procedure and develop skills by applying for suitable opportunities advertised internally;
- Have the opportunity to apply to become a Student Careers Leader;
- Have the option to attend the Medical Discussion group to assist with preparation for Medicine, Dentistry and Veterinary Science courses.

The Careers Department regularly advises Year 11 and Sixth Form students of Opportunities relating to courses, open days, careers events and internship opportunities through the Opportunities Bulletin, published on Google Classroom and in physical form on Careers notice boards.

Appendix H - Collective Worship statement

Assemblies bring the girls together for a collective act of worship and/or reflection, following the Unitarian tradition of our founders. All pupils attend assemblies, and staff are expected to do so too. Channing rejoices in a multi-faith community, and no one is required to take an active part in anything that she or he feels unable to join in. However, assemblies provide opportunities to extend that knowledge and understanding of religious thought that underpins tolerance and sympathy.

We hope assemblies give each girl and member of staff a short period of time for contemplation on a regular basis, which is different from the general business of school. For a few minutes, she can stop running, mentally as well as physically, and reflect on more spiritual/moral issues in the company of others on ideas outside the bustle of everyday life. A simple routine means that this can be achieved on a regular basis, although the time is indeed short: most assemblies consist of a hymn, a reading, and a prayer or meditation, in varying order.

Hymns are regularly sung, and are selected for their universal message. Prayers may come from any religious background. Silent prayer and reflection is often used. We celebrate Christmas and Easter and other Christian festivals with appropriate words and music, and whenever possible we try to note non-Christian festivals and holy days, such as Rosh Hashanah, Eid and Diwali, inviting girls to present their particular faiths to the school community.

Junior School parents are invited to a special performance of their daughter's Year group assembly once a year.

Implementation

Collective worship, whether in an assembly or form/tutor time, will:

- be acceptable to the whole community, staff and pupils;
- include a variety of elements at different times;
- involve the pupils.

The main consideration is of course that an assembly is appropriate, properly prepared and presented.

Appendix I - Fundamental British Values statement (Citizenship Education)

Channing School recognises and celebrates the multicultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role and responsibility every school has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

The school accepts applications from all girls who are entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equality, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, sexuality, political or financial status, or similar. It seeks to serve all.

The Government requires all schools to actively promote Fundamental British Values in order to improve safeguarding; strengthen the barriers to extremism; ensure children become valuable and fully rounded members of society who treat others with respect and tolerance; and to ensure young people leave school fully prepared for life in modern Britain. This aligns with all schools' obligations under section 78 of the Education Act (2002), as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, social (SMSC), mental and physical development of pupils at the school and of society.

The Fundamental British Values (FBV) set out by the government in the 'Prevent' duty (2023) are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those of different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to these values. Attempts to promote systems that undermine FBV would be completely at odds with our School's duty to provide SMSC as well as our Unitarian heritage. The Teachers' Standards expects teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining FBV.

The following list describes the understanding and knowledge expected of pupils as a result of our school promoting FBV:

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none)

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should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

- an understanding of the importance of identifying and combatting discrimination;
- an understanding of how citizens can influence decision-making through the democratic process.

Below are some examples of actions we take to promote FBV at Channing School:

Curriculum - Across the curriculum, opportunities are built into lessons for pupils/students to explore and practise Fundamental British Values, either through topics studied or by following the school's general structures and behaviour codes. PSHE Schemes of Work include age appropriate opportunities to study community cohesion, conflict resolution, democracy, pupil voice, local government, human rights, the law and justice, diversity and global citizenship. In RE and Philosophy, pupils/students learn about why people worship and the different religions they follow, religious and non-religious responses to world issues, science and religion, prejudice, the right to life and the impact of beliefs on moral behaviour. Pupils/students develop skills in evaluating others' opinions and explaining their own. The school marks various important events such as Remembrance Day and Holocaust Memorial Day.

Wider School Life - Our school vision, values and general ethos support the FBV and we have a strong emphasis on the development of SMSC across the school. Within school, pupils/students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. There is a full programme of assemblies and reflections with a particular emphasis on positivity, respect, aspiration, tolerance and diversity. In form/tutor time, forms discuss recent news events and how these impact on them. From Reception girls are elected as Form Captains, members of the School Council and Sustainability Team; whilst from Key Stage 2, they can be Charity Champions and Charity Reps. In Year 6, they are Head Girls and House Captains. A House sister system operates across the Junior School and a Big Sister system operates in Years 7 and 8. A number of KS3/4 students have also been trained as Peer Mentors and we have an Officer, Form Senior and House Captain system in the Sixth Form, ensuring that students from all year groups can learn from each other and have the opportunity to act as positive role models. Students vote on charities to support and regularly organise fundraising activities for these.

Pupil/Student Voice - We promote democratic processes, fostering the concept and application of freedom of speech and group action in order to address needs and concerns. There is a system of democratically elected Form Representatives that sit on the School Councils at both the Senior and Junior School, which meet regularly to discuss and effect positive changes to the school. The first *Student Development Plan* has been produced. Student voice is a regular item on the pastoral agenda and Year fora has been introduced into KS3 run by Sixth Form Officers. Students in Year 9 have been involved in training to be Student Researchers and this group will carry out small scale action research among the student body. Pupils at both the Junior and Senior School sometimes lead School Assemblies.

The Head of PSHE, JS PSHE Lead, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Ongoing Opportunities - We use local and national opportunities that arise to promote FBV and provide pupils/students with the opportunity to learn how to argue and defend points of view - for example consultation with the Head girls and officer teams and the organisation of mock elections. Year 10 students have the opportunity to visit a magistrate's court.

Co-curricular - There is a wide range of sporting, creative and academic activities to choose from. These promote self-development, self-esteem, confidence, understanding of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and team spirit. There are numerous visits and residential trips organised to widen pupils'/students' perspectives - for example, Year 3 pupils camp overnight, Year 4 pupils go away for 1 night, Year 5 go away for 3 days and Year 6 go away for 5 days, Year 8 team building and cultural visit to France/Spain/Germany, Year 9 Battlefields trip WWI/WW2. The Ski trip is offered to pupils from Year 9 and upwards. Many KS4 and KS5 students participate in the Duke of Edinburgh Award.

Should you feel that the School is not meeting its requirement with regards to FBV, you should contact the School Office and request to express your concerns with a member of the Senior Leadership Team. Likewise, if you feel that anyone working at the School is, intentionally or otherwise undermining these values, you should report this to the Senior Leadership Team.

Appendix J - Healthy Eating

Channing School recognises the connection between providing pupils with healthy, tasty balanced meals and their ability to learn effectively and participate in all areas of School life. This is supported through considered health promotion and learning.

Health promotion and learning:

- Structured PSHE lessons across all year groups;
- Provide nutritional information about food offered at lunch, highlighting the healthier options for the day;
- Use of age appropriate healthy eating posters in dining areas;
- Encourage students to ask questions and offer suggestions;
- Ensure staff serving food are trained, knowledgeable, and able to answer any questions;
- Provide accurate allergen labelling (in accordance with The Food Information (Amendment) (England) Regulations 2019 commonly known as Natasha's Law);
- Encourage students to try new foods;
- Make the menus accessible to pupils/ students/ parents via the school website.
- Healthy eating and nutrition education may be supported by external specialist providers where appropriate.

Providing healthy, tasty meals:

- Adopt healthier food preparation methods to reduce the fat, saturated fat, salt and sugar content of meals whilst retaining nutrients, taste and appeal;
- Design menus and construct recipes that promote healthier cooking methods;
- Use the freshest possible ingredients;
- Where possible buy ingredients from sustainable sources;
- Theme the menus to link with festivals / celebrations eg Christmas, Eid, Chinese New Year, Black history month;
- Incorporate a variety of colours and textures in meals;
- Provide vegetarian and vegan options;
- Liaise with students / parents where necessary if specific diets need to be followed;
- In the staff dining room, ensure fruit is placed in a more prominent and easy to access area compared to more unhealthy options such as biscuits;
- Catering Manager to check Schoolbase for any allergies/ dietary requirements.

Eating experience:

- Ensure the dining areas are comfortable, clean and inviting;
- Promote meal times as social occasions.

The Head of PSHE, JS PSHE Lead, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.