



PSHE Policy

Reviewed by:	Sarah Grove, School Principal
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Aims of PSHE

At Allerthorpe School, PSHE (including Relationships, Sex and Health Education) is delivered within a safe, respectful, and inclusive environment, where learners feel supported to explore aspects of personal development with confidence and dignity.

Our intent is to support learners to:

- Develop self-awareness, confidence, and a positive sense of identity
- Understand how to keep themselves safe, both online and offline
- Build the knowledge and skills needed to form healthy, respectful relationships
- Manage emotions and respond to challenges in constructive and supported ways
- Prepare for adulthood, including independence, employability, and participation in society

PSHE makes a significant contribution to the promotion of young people's personal and social development, enables them to know how to stay safe and healthy and teaches them how to manage their academic, personal, and social lives in a positive way. Through the promotion of PSHE, skills are developed that our learners need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances, and what influences their decision-making process. PSHE enables them to recognise their emotions and to communicate positively in a range of different scenarios.

PSHE contributes significantly to learners' Personal Development and Behaviour and Attitudes, as well as supporting the school's safeguarding, equality, and inclusion responsibilities.

Statutory Obligations of RSE and Health Education

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all learners receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.8.

"All schools must have in place a written policy for Relationships and Sex Education."

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.11.

All the compulsory subject content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds, religion and beliefs of learners and parents while always with the aim of providing learners with the knowledge they need of the law. It will teach about LGBT+ content at integrated and timely points. We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

Safeguarding and Responsibility

PSHE offers an opportunity to work with learners' real-life experiences, and it is key that both staff and learners are protected in these lessons. PSHE covers sensitive and personal topics. Staff prioritise creating an environment where learners feel safe, respected, and not under pressure to share personal experiences.

Clear and consistent expectations (ground rules) are established, such as:

- Listening respectfully
- Valuing different perspectives
- Challenging ideas, not individuals
- Having the right to pass or not participate verbally
- Maintaining privacy and confidentiality within agreed safeguarding limits

Many issues covered in PSHE are of a sensitive nature. The ground rules provide a safe working environment for both learners and staff. All staff at Allerthorpe School receive safeguarding training. Due to the nature of the topics covered in the PSHE education programmes, all staff are made aware of school's guidelines on confidentiality and disclosure and will consult with the Designated Safeguarding Lead if any disclosures are made.

Curriculum

To ensure both progression and coverage of the statutory curriculum, we use the PSHE Association's SEND model.

Delivery is primarily through:

- Timetabled PSHE lessons
- Complementary content in Science and ICT
- Wider curriculum and enrichment opportunities

Key areas of learning include:

- Healthy Lifestyles
Physical and mental health, wellbeing, and self-care
- Safety and Relationships
Personal safety, boundaries, consent, and respectful relationships
- Managing Feelings and Emotional Literacy
Understanding emotions and developing regulation strategies
- Changing and Growing
Personal development, identity, and life transitions
- Self-Awareness and Identity
Strengths, interests, values, and self-esteem
- Living in the Wider World
Citizenship, equality, British values, careers, financial education, and community participation

Learning is sequenced in small, manageable steps, with opportunities for reflection and reinforcement.

There are opportunities for both KS3 and KS4 to work towards accredited qualifications.

Assessment

Learners' skill and understanding will be assessed throughout the sessions using a variety of formative and summative assessment methods. Delivery of PSHE utilises a wide range of teaching and learning methods including debate, discussion, hands on practical activities, "expert" guest speakers and off-site visits. Summative assessment is captured within bespoke subject specific workbooks/portfolios assessed by the teacher, and recorded on a progress tracker at their level using a RAG rating system to ensure that each learner accesses the broad curriculum offer at their level.

Accredited work is captured within a portfolio and assessed against the Awarding Body standards. This is subject to internal quality assurance prior to submitting to External Quality Review and certification claims.

Roles and Responsibilities

The Principal

It is the responsibility of the principal to ensure that PSHE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw learners from non-statutory components of RSE.

Staff

The staff are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching PSHE or RSE are encouraged to discuss this with the principal. All learners have special educational needs and an EHCP. To make sure learners can access learning in the classroom, resources will be adapted as appropriate to address the learning needs of children for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum.

Learners

There is an expectation that all learners will fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to give feedback directly to the school and participate in surveys and questionnaires as part of our consultation process.

Equality

The school promotes respect and value for each individual learner. The DfE Guidance 2019 (p.15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics"*.

We respect the right of learners, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education. We will not treat learners with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably. We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

Parents' Right to Withdraw

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the learner's educational file. The principal will discuss the request with the parents and take appropriate action. Alternative work will be given to learners who are withdrawn from sex education.

Training and Monitoring Arrangements

PSHE is monitored through:

- Curriculum planning and work scrutiny
- Learner voice
- Quality assurance processes

Staff receive regular training to ensure they are confident in delivering content in a safe, informed, and responsive way.

The policy is reviewed annually in line with:

- Statutory guidance
- Safeguarding updates
- School improvement priorities
- Safeguarding and Child Protection Policy
- Confidentiality Policy
- Anti-Bullying Policy

Conclusion

At Allerthorpe School, PSHE is delivered in a way that prioritises safety, trust, and understanding, enabling learners to develop the knowledge, skills, and confidence they need to navigate life beyond school.

Our approach ensures that all learners feel supported, respected, and empowered to grow, regardless of their starting point or previous experiences.