

## RSHE Policy



Achievement Beyond Expectation

<b>Policy Ratified on</b>	<b>16/10/2025</b>
<b>Signed Chair of Governors</b>	<b>N/A</b>
<b>Signed Headteacher</b>	

(At Sidestrand Hall School we use the acronym RSHE on our timetable, curriculum planning and documents. This encompasses any teaching sometimes referred to elsewhere at PSHE).

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## Statement of intent

At **Sidestrand Hall School** we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong RSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

# 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

# 2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's RSHE Policy is implemented effectively.
- Ensuring that the RSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that RSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.

- Facilitating the day-to-day implementation and management of the RSHE Policy.
- Reviewing the RSHE Policy **annually**.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The RSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

### 3. Aims and structure of the RSHE curriculum

The school will seek to use RSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The RSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught consistently across all phases.

The school's RSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's RSHE curriculum.

RSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

#### **Curriculum organisation**

RSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The RSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated RSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach RSHE. Pupils will be taught RSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

RSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

## 4. Programme of study

This programme of study sets out learning opportunities for key stages 1 to 5, based on three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

The programme of study sets out learning opportunities for each key stage, in each core theme and organised under subheadings, as set out below.

The PSHE programme of study will cover the following topics:

### **KS1 and KS2**

#### **Core theme 1: Health and wellbeing**

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

#### **Core theme 2: Relationships**

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

#### **Core theme 3: Living in the wider world**

This topic will cover:

- Shared responsibilities.
- Communities.

- Media literacy and digital resilience.
- Economic wellbeing and money.
- Economic wellbeing: aspirations, work and careers.

## **KS3 and KS4**

### **Core theme 1: Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.

### **Core theme 2: Relationships**

This topic will cover:

- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.

### **Core theme 3: Living in the wider world**

This topic will cover:

- Learning skills.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.

- Financial choices.
- Media literacy and digital resilience.

## **KS5**

### **Core theme 1: Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles.
- Managing risk and personal safety.
- Sexual health.
- Drugs, alcohol and tobacco.

### **Core theme 2: Relationships**

This topic will cover:

- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.

### **Core theme 3: Living in the wider world**

This topic will cover:

- Choices and pathways.
- Work and careers.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

## 5. Assessment

The school will set the same high expectations of the quality of pupils' work in RSHE as for other areas of the curriculum. A strong RSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

## 6. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## 7. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## 8. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in RSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

RSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum.

## 9. Monitoring and review

This policy will be reviewed by the Headteacher and RSHE leader on an **annual** basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is **October 2026**.