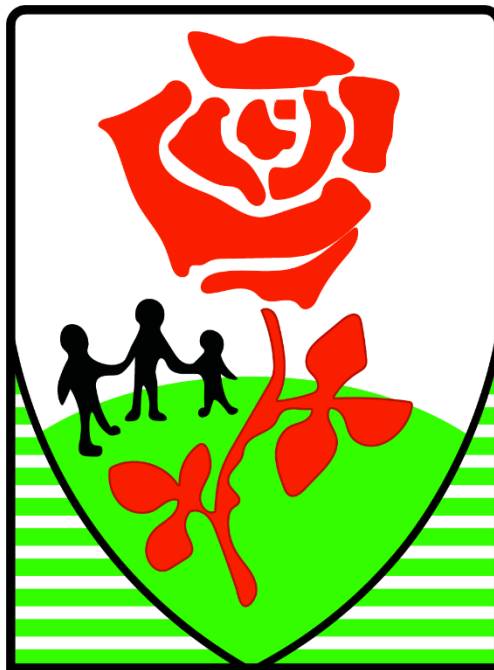


# Rosehill School

## Policy for Personal, Social, Health and Economic (PSHE) Education, Including Relationships, Sex and Health (RSHE) Education and Citizenship Education



<b>Key Personnel:</b>	PSHE Lead
<b>Policy written:</b>	Updated Autumn Term 2024 following whole school consultation
<b>Consultation with pupils, parents and staff:</b>	Pupils, parents and staff are invited to provide feedback regarding this policy and the PSHE Framework
<b>Date of Policy Review:</b>	This policy will be reviewed and updated in line with new national initiatives, as necessary. The next review will take place in October 2025
<b>Approved by Headteacher/ Governing Board:</b>	Approved at Full Governing Body Meeting 11.12.2024

## **Contents**

### Vision and Aims

1. **[Updated]** Legal Framework, Guidance, Resources and Policy Links
2. **[Updated]** Roles and Responsibilities
3. **[Updated]** Policy Development and Consultation
4. **[Updated]** Intent
5. **[Updated]** Implementation
  - a. EYFS Curriculum
  - b. Primary Curriculum
  - c. Secondary and Post 16 Curriculum
6. Impact
7. Adapting the Curriculum/ Personalisation
8. Mental Health and Wellbeing
9. **[Updated]** Safeguarding
10. Equality and Accessibility
11. Partnerships with Parents/ Carers
12. Parents Right to Withdraw
13. **[Updated]** Working with External Experts
14. Staff Training and CPD
15. **[Updated]** Monitoring the Quality of Education/ Policy Review

**Appendix A:** Child Friendly Relationships Education Policy (Primary)

**Appendix B:** Child Friendly Sex and Relationships Education Policy (Secondary)

**Appendix C:** Parent Withdrawal Form

## **Policy for Personal, Social, Health and Economic (PSHE) Education, Including Relationships, Sex and Health (RSHE) Education and Citizenship Education**

### **Vision and Aims**

Our PSHE (Personal, Social, Health and Economic) curriculum is a vital part of our school vision, and we often refer to PSHE as a 'golden thread' of learning. This is because it has been designed to meet the unique needs of our pupils and provide them with the skills, knowledge and attitudes they need to thrive in life.

We want the pupils to achieve their best, build aspirations for the future, and to be independent, happy and valued members of society both now and in the future. Also, ensuring that they have the skills to keep themselves safe, including online and reduce vulnerability when accessing the community.

We aim to create a safe, supportive and inclusive learning environment that encourages participation and engagement from all pupils, empowering them to make informed choices about their own health and wellbeing and develop positive relationships with others.

In order to achieve this, we provide a broad and balanced PSHE curriculum offer which aims to enable the pupils to:

- **Develop their self-awareness** (Me, who I am, my likes, dislikes, strengths and interests)
- **Develop their self-care, support and safety** skills (Looking after myself and keeping safe; aspects of Relationships and Sex Education)
- **Manage their feelings and emotions** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- **Understand how they change, grow and develop** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- **Develop healthy and safe lifestyles** (Being and keeping healthy, physically and mentally)
- **Learn about the world they live in** (Living confidently in the wider world)

Within the Sixth form, there is a balance throughout the PSHE programme between preparing students to manage their current lives and laying the foundations for managing future experiences. Students will learn to:

- **Health and Well-being** (Self-concept, mental health and emotional well-being, healthy lifestyles, managing risk and personal safety, sexual health, drugs, alcohol and tobacco)
- **Build on their understanding of positive relationships** (Relationship values, forming and maintaining respectful relationships, consent, contraception, bullying abuse and discrimination)
- **Prepare to play an active part as citizens by learning about living in the wider world** (Choices and pathways, work and career, Employment rights and responsibilities)

As pupils transition through the school, they will become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of the school and the school community.

## 1. **[New] Legal Framework, Guidance, Resources and Policy Links**

This policy has due regard to legislation, statutory guidance and uses a range of resources to inform our curriculum content:

- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2021) '[Relationships and Sex Education \(RSE\) and Health Education](#)'
- DfE (2024) 'Keeping children safe in education'
- [PSHE Association SEND Framework](#)
- [PSHE Association Drugs Education resources: Key Stages 1 – 4](#)
- [Citizenship Programme of Study: Key Stages 3 and 4](#)
- [Young Citizens Citizenship Resources](#)
- [Young Enterprise Financial Education Programmes](#)
- Rosehill PSHE framework

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Support and Physical Intervention Policy
- SEND Policy and Information Report
- E-Safety and Filtering and Monitoring Policy
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Careers Education Policy
- School Development Plan

## 2. **[Updated] Roles and Responsibilities**

The governing board is responsible for:

- **[New]** playing an active role in monitoring, developing and reviewing this policy
- **[New]** appointing a link governor for RSHE
- ensuring all pupils make progress in achieving the expected educational outcomes
- ensuring the PSHE curriculum is well-led, effectively managed and well-planned
- evaluating the quality of provision through regular and effective self-evaluation
- ensuring that teaching is delivered in ways that are accessible to all pupils with SEND
- providing clear information to parents
- ensuring the subject is well resourced, staffed and timetabled
- **[New]** ensuring that all staff receive ongoing training/CPD.

**[Updated]** The headteacher is responsible for:

- overall implementation and review of this policy
- **[New]** ensuring adequate time on the school timetable to deliver PSHE
- **[New]** providing support to staff members regarding the delivery of RSHE
- **[Updated]** ensuring that parents are fully informed of this policy and school resources
- reviewing and discussing requests from parents to withdraw their children from the subject
- reporting to the governing board on the effectiveness of this policy.

**[Updated]** The PSHE lead is responsible for:

- overseeing the delivery of the subject
- ensuring the content is age-appropriate, high-quality and up-to-date

- ensuring teachers are provided with adequate resources to support teaching
- ensuring the PSHE curriculum is inclusive and accessible for all pupils
- liaising and working in partnership with parents and carers to support further conversations at home
- monitoring and evaluating the effectiveness of PSHE.

**[Updated]** All teachers are responsible for:

- using a variety of teaching methods and resources
- ensuring they do not express personal views or beliefs when delivering the programme
- modelling positive attitudes
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- acting in accordance with planning, monitoring and assessment requirements for PSHE
- liaising with the subject lead to identify and respond to individual needs of pupils.

### **3. [Updated] Policy Development and Consultation**

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area.

Key stakeholders are invited to provide input. Rosehill has signed up to [Nottingham City's Achieve Well Award](#).

### **4. [Updated] Intent**

PSHE is a core subject of our school curriculum.

The policy and framework has been written with regard to the latest DfE guidance and other relevant statutory requirements as outlined above, including [relevant provisions of the Equality Act 2010](#).

The school recognises that it is 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 at key stages 3 and 4, and health education from key stages 1 to 4. Primary schools also have the option to decide whether pupils are taught sex education. We teach sex education at both primary and secondary ages in ways that we judge to be appropriate to pupils.

We believe that our pupils' spiritual, emotional and cultural health and wellbeing are as important as their academic. We pride ourselves on the wide range of curriculum opportunities, strategies and approaches that we employ in order to ensure our learners are prepared for the next phase of their educational careers and for life in general.

In order to achieve this we use a variety of approaches to support the planning and delivery of PSHE:

- learning objectives that are essentially concerned with the development of early pre-requisite skills and engagement steps (EYFS – Key Stage 2)
- Health, physical activity and healthy lifestyle (Key Stages 1 – 5)
- Economic wellbeing (Key Stages 1 – 5)
- Sex and relationships education (SRE) (Key Stages 2<sup>1</sup> - 5<sup>2</sup>)

---

<sup>1</sup> Relationships and Health Education will be taught to all of our primary age pupils. If we feel necessary, we will begin to introduce sex education to some pupils earlier.

<sup>2</sup> Relationships, Sex and Health Education will be taught to all of our secondary age pupils. However, if we deem this as being unnecessary, due to developmental stages, we will inform parents.

- Drugs education (Key Stages 2 – 5)
- Citizenship education (Key Stages 3 – 4)
- Career education (Key Stages 3 – 5)
- Personal safety, including assessing and managing risk on and off line (Key Stages 1 – 5)
- Social and Emotional Learning / Mental Health and Wellbeing (i.e., Wellbeing Champions)
- Social, Moral, Spiritual and Cultural Education (SMSC)
- Fundamental British Values (Woven into the broader school curriculum to create, a safe and inclusive learning environment).

At Key Stage 5, the framework reflects learning that takes place via work related learning, work experience with outside agencies and employability.

The above components are sectioned into units of manageable size, in a carefully sequenced way, with our PSHE framework and programme of work. This 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.

Our PSHE curriculum has been planned using Rosehill's PSHE framework which has been specially designed with the needs of our learners in mind. It also includes aspects of the PSHE Association SEND framework, which have also been uniquely tailored to meet the specific needs of our pupils.

Citizenship / Careers Education are included within our framework as they aim to help young people understand the rights and responsibilities they have as members of society and aspirations for the future, but in doing so pupils need to be able to reflect upon their own thinking in order to form opinions and need to have an appreciation of the differing needs and rights of others within communities. These components are complimented by the Economic wellbeing module.

RSHE learning (including drugs education and risk management) goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships and health. We believe it is important to recognise that a knowledge of sex, sexuality, health and wellbeing is a basic human right and pupils have a right to:

- acquire knowledge about sexuality and social behaviour such as they are able to assimilate
- develop personal autonomy by having a degree of responsibility over their lives
- access to different health, wellbeing and advocacy services
- privacy and dignity
- have opportunities to love and be loved and enjoy as full a range of satisfying human relationships as possible
- legal protection (including protection against exploitation).

## **5. [Updated] Implementation**

The school has organised a 'spiral' curriculum which revisits topics, subjects and themes throughout a three-year programme<sup>3</sup>.

PSHE is given dedicated time on the curriculum (minimum of 1 lesson per week, which is on the class timetable). This includes focussed 1:1 / small group work<sup>4</sup>.

PSHE is also taught through cross curricular links: PE, Citizenship, Science, RE, Maths, Computing, E-Safety and Post-16 Work related learning.

---

<sup>3</sup> Lesson plans will provide appropriate challenge for pupils and be adapted for pupils' needs.

<sup>4</sup> Teachers will establish what is appropriate for one-to-one and whole-class lessons, and alter their teaching of the programme accordingly.

PSHE is promoted throughout the whole school day, e.g. playtimes, lunchtimes, personal care routines, working on individual targets (linked to EHCP's), turn taking, choice making, developing friendships and much more.

Curriculum content is current, meaningful and relevant. Learning is broken down into small, manageable chunks.

As a school we will ensure that teaching is sensitive to diversity, age appropriate and delivered with reference to the law.

Teachers provide consistent lesson routines that allow pupils to predict likely learning outcomes/ground rules at the start of lessons.

Lesson are adapted by teachers, as appropriate<sup>5</sup>.

Teachers use a wide range of teaching methods and aids; stories, poems, songs, role play, social stories, signs and symbols.

Resources such as videos, books, games, discussion and practical activities will be used to assist learning<sup>6</sup>.

PSHE is taught across many aspects of the school day, including during lunch and break times, personal care routines, immersive and sensory learning, enrichment days, assemblies, Student Council and Class Ambassador meetings and educational visits/ residential trips.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

The school works with a range of external visitors and agencies to implement learning opportunities, for example the Police and health practitioners.

### ***Relationships and Sex Education***

Integral to the teaching of PSHE is our teaching of RSE. At Rosehill we believe that RSE should not only be taught as a subject but also as a natural part of children learning about themselves and their relationships with each other. There is a proactive approach taken to teaching RSE. This means that topics are often revisited and built upon several times throughout the year; explicit time within the weekly timetable where RSE is taught through our PSHE curriculum and male/female sessions where there is a focus around different topics.

---

<sup>5</sup> Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental health and wellbeing, and encouraging openness through discussion activities and group work. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

<sup>6</sup> Any resources or materials used to support learning will be formally assessed by the PSHE Lead before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Inappropriate images, videos, will not be used, and resources will be selected with sensitivity. Pupils will be prevented from accessing inappropriate materials on the internet, in line with the school's Filtering and Monitoring standards.

RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands<sup>7</sup>. It is taught in an age appropriate and respectful way recognising that this is a natural part of growing up and developing into an adult. Within some classes, where appropriate, pupils may have standalone personal care sessions in which concepts surrounding health, body parts, hygiene and consent are also reinforced.

## **Scheme of Work**

### **EYFS Curriculum**

Our relationship education starts in the Early Years with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We also focus on how to be kind to others and being respectful.

### **Primary Curriculum**

The Primary curriculum is split into 6 topics which are developed and built on year by year progressively:

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World we live in

These topics have been chosen to break down core knowledge linked to relationships and health education, into manageable sized units and is carefully sequenced.

During the later years of key stage 2, we will begin to introduce the changing adolescent body section which includes some of the key facts about puberty including physical and emotional changes. As well as learning about menstrual wellbeing and the menstrual cycle for pupils whom school and family deem it necessary. By learning about menstrual wellbeing early this prepares our pupils for any changes to their body which will happen as well as reducing stigma around the topic.

### **Secondary and Post 16 Curriculum**

For our secondary aged pupils' and post 16 learners, RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section:

- Health and Wellbeing
- Living in the wider World
- Relationships

The secondary outcomes and topics are used where and when we feel necessary. It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning.

All areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children or young people based on their home circumstances (examples of families could include: single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children and young people may have a different structure of support around them (for example:

---

<sup>7</sup> Depending on the lesson being delivered, cohort of pupils and age, it may be necessary to split the girls and boys to discuss the body in single gender groups, or to deliver 1:1 personalised sessions.



looked after children or young carers). Many of these lessons can be taught via story books, e.g. 'The great big book of families' or 'Daddy, papa and me'. This enables our pupils to learn via interactive sessions and through sharing stories.

Our pupils learn best through small steps and repetition which is differentiated to suit their needs, therefore many of our pupils even secondary/post 16 age will continue to focus on the primary elements.

## **6. Adapting the Curriculum/ Personalisation**

We teach RSHE through an adapted PSHE curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g. science, PE, PSHE and RE. A pupil's knowledge and understanding should never be underestimated and our PSHE curriculum will be personalised to support their understanding regarding the development of his/her own body, reflecting on family relationships and friendships, as well as traditions associated with birth, marriage and death from a range of different cultures and groups within society.

It is also vital that we can quickly adapt to ever changing and current issues which are happening around the world, so that we work with a flexible and current curriculum.

The KS3 – KS5 outcomes and topics are used where and when we feel necessary. It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning. However, we recognise that certain areas, e.g., Changing Adolescent Body and Intimate and sexual relationships, including sexual health are vitally important stages of learning for our secondary age pupils so that they continue to learn about what is happening to their changing bodies.

## **7. Mental Health and Wellbeing**

Teaching about mental health and wellbeing is central to all of our curriculum, as it is a priority to ensure that all of our learners are happy and are developing strategies to manage change/challenges in their lives. Our PSHE curriculum uses a mindful approach which enables our pupils to regularly reflect on their feelings in the here and now and help our pupils to develop strategies to calmly manage their emotions. We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing.

Within our teaching of relationships education, the content will give our pupils the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

## **8. [Updated] Safeguarding**

The government highlight that SEND pupils can be more vulnerable to exploitation, bullying and other issues. Therefore, all of these factors have been carefully considered when designing, planning and teaching our lessons within the curriculum, with input from the DSL.

In ensuring that all aspects of the RSHE curriculum are covered we have a strong whole school approach to safeguarding. Links can be made across all key stages to how to keep safe, including online, NSPCC pantosaurus, as well as in-depth teaching of the respectful relationship's topic.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **9. Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE programme is inclusive, and caters to the needs, of pupils with SEND.

### **10. Partnership with Parents/Carers**

The role of parents/carers in the development of their children's understanding about relationships is vital. As a school, we recognise the importance of working closely with parents and carers to support our pupils when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole school approach.

### **11. Parents' Right to Withdraw**

Relationships and health education are statutory in the primary phase (year 6 or below) and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at the primary phase, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the non-statutory components of sex education within RSE.

If a learner is of secondary age (year 7 and above), parents have the right to withdraw their children from the non-statutory/non-science 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 (in consultation also with parents/carers, as required).

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

[Requests for withdrawal should be put in writing using Appendix C.](#)

### **12. (Updated) Working with External Experts**

**[New]** The school may invite guest speakers into school to talk on issues related to RHE, e.g. an experienced health professional. A teacher will be present throughout these lessons.

**[New]** Visitors will be given a copy of this policy and the visitors policy, and they are expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

- Ensure the lesson planned, fits with the school's planned curriculum and this policy and the content is age-appropriate, accessible and meets all pupils needs.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

### **13. Staff Training/ CPD**

All staff members at the school will undergo training throughout the year to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

Training will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

The headteacher and PSHE lead will also invite visitors from outside the school, such as health practitioners, to provide support and training to staff teaching RSHE and for parent information sessions. This then ensures continuity both at school and home for our pupils.

### **14. [Updated] Monitoring the Quality of Education/ Policy Review**

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is October 2025.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.


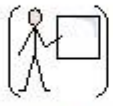
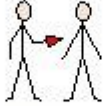


The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities. Assessments will be used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress via pupil feedback, AET and impact reports.

The delivery of RSHE is monitored by the RSHE lead and curriculum lead through learning walks, lesson plans, observations, feedback and questionnaires and staff meetings/CPD.







The subject leader will create a subject action plan to report on the quality of the subject. They will also work regularly and consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subject and implement any changes.

Appendix A – Child friendly relationships education policy (Primary)

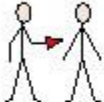

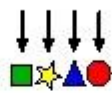

Primary

 ++    



In relationships education you will learn about healthy

  ++    

and unhealthy relationships and how to keep yourself safe.





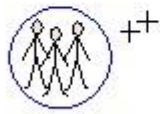

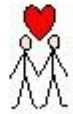



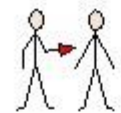





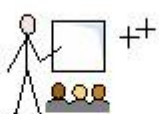
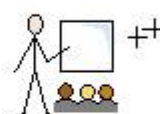




   

You will also learn about the differences between people,

 ++  ++

relationships and families.

Secondary

    
In sex and relationships education you will learn about healthy  
      
and unhealthy relationships, consent, sexual relationships and  
       
how to keep yourself safe. You must talk to an adult if  
     
you feel uncomfortable in any lessons. These lessons will  
     
help you prepare for adult life.

**FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM**

<b>TO BE COMPLETED BY PARENTS</b>			
<b>Name of Child</b>		<b>Class</b>	
<b>Name of Parent</b>		<b>Date</b>	
<b>REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS &amp; SEX EDUCATION</b>			
<b>ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER</b>			
<b>Parent Signature</b>			

<b>TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS</b>