
PSHCE Policy

Recommended by:	Vice Principal
Recommendation Date:	September 2025
Ratified by:	LAGB



Signed:	
Position on the Board:	Chair of LAGB
Ratification Date:	24 th September 2025
Next Review:	September 2026
Policy Tier (Central/Hub/School):	School / WHHS

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	4
4. Definition	4
5. Curriculum	5
6. Delivery of RSE within PSHCE	5
7. Roles and responsibilities.....	6
7.1 The governing board.....	6
7.2 The headteacher.....	6
7.3 Heads of Year.....	6
7.4 Staff.....	6
Heads of Year.....	6
7.5 Pupils.....	6
8. Parents' right to withdraw	7
9. Training	8
10. Monitoring arrangements.....	8
Appendix 1: Curriculum map	9
Relationships and sex education curriculum map	9
Appendix 2: By the end of secondary school pupils should know	16
Appendix 3: Parent form: withdrawal from sex education within RSE	19

1. Aims

The aims of personal, social, health and citizenship education are to:

- Prepare students for happy and successful lives upon leaving compulsory education
- Help develop the desirable attributes of good learners:
 - Risk-tolerant
 - Resilient
 - Reflective
 - Empathetic

This includes the delivery of relationships and sex education (RSE). The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

This supports directly our core value of **Respect**.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Waseley Hills High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

PSHCE is about the personal development of pupils and preparation for adult life and goes beyond the subject disciplines of the academic curriculum. This includes Relationships and Sex Education (RSE).

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

We have drawn upon expert advice from external agencies providing support and guidance and have adopted the learning for Life programme at the heart of our delivery. We also use the SPARK program to enhance experience for the older year groups.

6. Delivery of RSE within PSHCE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of sex education which do not fall within the scope are taught as part of the national curriculum within the Science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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

PSHCE lessons take place for all students in Years 7 – 11 during 2 x tutor periods per week as well as a 50 min lesson per week.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the PSHCE (and RSE) policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHCE and RSE is taught consistently across the school.

7.3 Heads of Year

The Head of Year in collaboration with the Head Teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE within PSHCE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or VP in charge of student to ensure appropriate training and support is offered.

7.5 Pupils

Pupils are expected to engage fully in PSHCE and RSE, when discussing sensitive issues, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children 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. They cannot request removal from the relationships aspect of the course.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record and on Myconcern. The Head of Year will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar, an annual refresher is scheduled as part of the September training.

The Vice Principal in consultation with the headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Heads of Year through:

- Agenda on weekly Year group meetings
- Regular learning walks during PSHCE lessons
- Regular conversations with students
- Student voice
- Monitoring work completed during PSHCE lessons
- E WEEK and Personal Development Day

This is further supported by quality assurance from the SLT link responsible for PSHCE.

L4L is also part of the school's Quality of Education fortnightly focus including learning walks and Book Looks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT member responsible for PSHCE, yearly. At every review, the policy will be approved by the Governing Board.

SLT responsible for PSHCE overview

Mrs E Meredith

Year 7 2025/2026

		Autumn 1									Autumn 2								
	Topic	L4I Intro				SMSC - British Values						CEIAG - Careers Waseley Futures				Citizenship: Christmas Hamper appeal			
	Tutor Time	Solving dilemmas - Being happy and successful at Waseley		New beginnings	What do we mean by 'mental health'?	What are British Values Pt 1	What are British Values Pt 2	Democracy	Freedom of Faith	Challenging discrimination - Black History Month		Careers session 1	Careers Session 2	Careers session 3	Careers session 4	Christmas Hamper appeal			
	Topic	Mental Wellbeing			PSHE: RSE							Health and Wellbeing							
	Weekly Lesson	Intro to L4L		Resilience	Self regulation	Ground Rules	Healthy and unhealthy relationships	Puberty	managing unhealthy relationships	dilemmas		Mental Health	Mental Health cont	Change	Self Care	Hygiene	Nutrition	End of unit review	
	Assessment																		
	KASE descriptor	Communicative: I can articulate my views and ideas being persuasive and influential in lots of different ways.																	
	Oracy Opportunities																		
	KEY DATES	Careers Fair																	

Year 8 2025/2026

[illegible]

Year 9 2025/2026

[illegible]

Year 10 2025/2026

[illegible]

Year 11 2025/2026

[illegible]

YEAR 12

	A u t u m	4th Sep	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct	Half Term	6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec	Christmas	
Topic		CEIAG		Health and Wellbeing	Citizenship	RE/SMSC	Black History Month	Citizenship	Health and Wellbeing		RE	Living in the Wider World	RSE	Living in the Wider World	RE/SMSC				
Tutor Time		Goals and Aspirations	Study Skills incl Cornell Notes	Healthy Relationships	Protected Characteristics	Ethics - Good vs Evil	Black History Month	Charitable Work	Physical Health - Nutrition		Faiths	Driver Safety	Consent and Safe Sexual Relationships	Digital Footprints and E-Safety	Ethics	Christmas, Eid and other festivals	Christmas Hamper Appeal		
Topic		Academic Interventions/Study Session																	
Weekly Lesson																			
Assessment																			
KASE descriptor		Communicative: I can articulate my views and ideas being persuasive and influential in lots of different ways.									Engaged: I want to get something useful out of school								
Oracy Opportunities																			
KEY DATES																			

S p r i n g	8th Jan	15th Jan	22th Jan	29th Jan	5th Feb			19th Feb	26th Feb	4th Mar	11th Mar	18th Mar
	CEIAG			SMSC			RE	CEIAG	RE	CEIAG	Living in the wider world	RE
	Careers of the future	Post 18 Options	Employment laws and taxation	Politics and democracy	Education across the globe	British Values and the law	Places of worship	Post 18 applications - choosing a university and course	Ethics	CV and cover letter writing	Bank accounts and managing your money	Ethics
	Topic	Academic Interventions/Study Session						Academic Interventions/Study Session				
	Weekly Lesson											
	Assessment											
	KASE descriptor											
	Oracy Opportunities											
	KEY DATES											

	S u m m e r	8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May	H A L F T E R M	3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul	S U M M E R		
Topic		RSE		CEIAG			SMSC	Health and wellbeing		RSE	SMSC	Living in the Wider World	CEIAG						
Tutor Time		Marriage and civil partnership s laws	E-safety/RSE sexting (Pixl)	Leadership skills and motivating myself (pixl)	Managing your time	revision strategies (mock prep)	Ethics	Health for life (pixl)		LGBTQ	Ethics	Gender pay gaps and feminism	Personal statement writing support		Target Setting				
Topic		Academic Interventions/Study Session								Academic Interventions/Study Session									
Weekly Lesson																			
Assessment																			
KASE descriptor																			
Oracy Opportunities																			
KEY DATES																			

YEAR 13

	A u t u m n	4th Sep	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct	Half Term	6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec	Christmas	
Topic		CEIAG				RE/SMSC	Black History Month	CEIAG	Health and Wellbeing		SMSC	Health and Wellbeing	RSE	Living in the wider world	RE/SMSC				
Tutor Time		Standards for succesful people	Revision Skills incl Power Hour	Personal Statement Support / Post 18 Applications		Ethics - Good vs Evil	Black History Month	Interview Skills	Wellbeing and managing stress		British Values	physical health - diet	Consent Revisited	Environmental impact and change	Ethics	Christma s, Eid and other festivals	Christmas Hamper Appeal		
Topic		Academic Interventions/Study Session																	
Weekly Lesson		Academic Interventions/Study Session																	
Assessment																			
KASE descriptor		Communicative: I can articulate my views and ideas being persuasive and influential in lots of different ways.																	
Oracy Opportunities																			
KEY DATES																			

	S p r i n g	8th Jan	15th Jan	22th Jan	29th Jan	5th Feb			H A L F T E R M	19th Feb	26th Feb	4th Mar	11th Mar	18th Mar	E a s t e r
		CEIAG			SMSC/British Values		Living in the wider world	RE		Health and wellbeing	RE/SMSC	Health and wellbeing	RSE	RE/SMSC	
Topic															
Tutor Time		Budgeting/f inance	Cooking skills	First aid	Politics and democracy	Education across the globe	Mortgages and credit	Places of worship		Social media and e-safety	Ethics	Keeping yourself safe at university and beyond	Sexual Health	Ethics	
Topic		Academic Interventions/Study Session								Academic Interventions/Study Session					
Weekly Lesson															
Assessment															
KASE descriptor		Problem solving: I have lots of my own ideas about how to solve real life problems								Problem solving: I have lots of my own ideas about how to solve real life problems					
Oracy Opportunities															
KEY DATES															

	S u m m e r	8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May	HALF TERM	3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul	SUMMER
Topic		Living the wider world			Exams					Exams							
Tutor Time		Exam stress and well being	Managing your time revisited	Keys to success													
Topic		Academic Interventions/Study Session															
Weekly Lesson																	
Assessment																	
KASE descriptor		Purposeful: I know about the purpose of my learning and what makes it worthwhile															
Oracy Opportunities																	
KEY DATES																	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	