


# The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

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## Personal, Social, Health and Economic (PSHE) Policy incorporating Relationships and Sex Education (RSE) Policy

<b>Policy Reference:</b>	AVA. 050
<b>Description:</b>	This document provides a framework to explain the Academy's role in delivering its PSHE Curriculum as well as the RSE elements of the PSHE curriculum.
<b>Status:</b>	Statutory Policy
<b>Policy Audience:</b>	Governors, Staff, Students & Parents/Carers
<b>Academy Contact:</b>	Academy Principal
<b>Other related AVA policies and procedures:</b>	Equality Policy, Child Protection Policy, E-safety Procedures, Safeguarding Procedures
<b>Governor Committee:</b>	Full Governing Body
<b>Approved by the Governing body on:</b>	22.05.2025
<b>Latest date for next review:</b>	22.05.2028
<b>Version and schedule of amendments:</b>	V1, 07.07.2020 V2 07.07.2021 V3 06.07.2022
<b>Signed:</b>	
<b>Date of Signature:</b>	22.05.2025
In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy	

## **Core Document:**

Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **1. Statement of Intent – Why do we teach RSE and PSHE?**

This policy outlines our approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at The Aylesbury Vale Academy. Our goal is to provide a comprehensive, age-appropriate curriculum that meets statutory requirements and addresses the diverse needs of our pupils from ages 3 to 18.

In all phases, PSHE is at the heart of our school ethos and underpinned by our school values. The core themes and elements of PSHE are modelled and embedded in the children's everyday school life and act as foundations for learning. It gives children the opportunities to develop the qualities and attributes to thrive as individuals, family members and members of society.

RSE and PSHE must be inclusive and meet the needs of all students. We aim to provide RSE and PSHE curriculum that is suitable for students with different needs, including students who are particularly vulnerable and pupils with SEND needs.

We commit to deliver a RSE and PSHE programme that:

1. Prepares our students by helping them to discover their role in society, where they will make valued contributions.
2. Maintains this focus on providing pupils with greater life chances.
3. Develops AVA pupils into well-balanced citizens.
4. Enables Collective worship – These opportunities are used to share our core values and beliefs through daily opportunities for reflection, within the classroom, assemblies and quiet times.
5. Works in partnership with parents and carers.
6. Will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
7. Will promote healthy, resilient relationships set in the context of character and virtue development.
8. Is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
9. Takes particular care to meet the individual needs of all students, including those with special needs and disabilities.
10. Seeks student's views about PSHE and RSE so that the teaching can be made relevant to their lives.

### **2. Aims and Objectives**

- To provide pupils with the knowledge, understanding, and skills they need to manage their lives now and in the future.

- To promote the spiritual, moral, social, cultural, mental, and physical development of pupils.
- To prepare pupils for the opportunities, responsibilities, and experiences of later life.
- To ensure pupils understand the importance of healthy relationships and respect for others.

### 3. Statutory requirements

PSHE, including RSE, is a compulsory subject with equal weighting to other core subjects. Therefore, all primary and secondary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of students' work as for other curriculum areas.

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](#). DfE statutory guidance [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery.

The policy also follows the requirements set out in the Equalities Act 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility, using the primary and secondary schemes of work, to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired.

PSHE provision in the Early Years Foundation Stage (Reception & Nursery) is taught in line with requirements of the Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019 and the "Statutory Framework for the Early Years Foundation Stage" published March 2021. This document sets the standard that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe.

Within the EYFS curriculum, there are seven areas of learning and development and all areas of learning and development are seen as important and inter-connected. Three areas are particularly crucial for building children's capacity to learn, form relationships and thrive. These three areas, the prime areas, are communication and language, physical development and personal, social and emotional development. Within EYFS, we must also support children in four specific areas, through which the three prime areas are strengthened and applied. The development of personal and social wellbeing and the skills associated with these are woven throughout the Early Years curriculum.

Our curriculum complies with the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education. We will:

- Provide Relationships Education to all primary pupils.
- Provide Relationships and Sex Education to all secondary pupils.
- Provide Health Education to all pupils.

#### **4. Policy development and review**

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

1. Review – A leading member of staff gathered all relevant information including relevant national and local guidance and discussed with senior team.
2. Staff/ Governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – all parents were invited to comment on the planned curriculum provision via an online consultation.
4. Student consultation – The student council was invited to comment on what students want from their PSHE/RSE by discussing their views on PSHE/RSE provision.
5. Review of draft policy by Leadership and Governors.
6. Ratification – once amendments were made, the policy was shared with Leaders, Governors and ratified.
7. The policy will be reviewed by the Assistant Principal, Leadership team and Governors annually every three years or sooner if required by changes in legislation or guidance. At every review, the policy will be approved by The Governing Board.

#### **5. Curriculum Design**

Within Primary and Secondary, we use a spiral curriculum which informs our planning for PSHE and RSE. In Primary we follow the Jigsaw scheme of learning and in Secondary we follow the PSHE Association scheme of learning.

Following statutory guidance from the DfE on content

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We have developed the curriculum in consultation with parents, students' and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond appropriately so students are fully informed. Primary sex education is covered through RSE lessons and through part of the Science curriculum.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

#### **6. Curriculum Delivery and Content**

##### **Primary**

Throughout primary at the AVA, we use the Jigsaw Scheme of learning when explicitly teaching PSHE and RSE which is then adapted to meet the needs of the children and families in our school.

All students are also taught RSE and PSHE through:

- A broad selection of assemblies
- Trips
- Guest speakers (such as water safety)

## **EYFS**

In the Early Year Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is one of the prime areas of learning. Ongoing PSHE experiences and opportunities are planned from the objectives set out in the EYFS curriculum and delivered through weekly discrete planned activities alongside opportunities provided by the Jigsaw scheme of learning. These experiences allow children to develop a positive sense of themselves and others, whilst forming positive relationships and respect for others.

By the end of the Reception year, children will:

**Demonstrate Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Demonstrate Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Demonstrate Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Key Stage 1 and 2**

Our PSHE curriculum is based on the PSHE Jigsaw Programme of Study and then adapted to meet the needs of the children and families in our school. The aim is to provide children with:

- accurate, balanced, and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify, and if necessary, challenge their own and others' values, attitudes, beliefs, rights, and responsibilities
- the skills, language, and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Learning opportunities have been organised into a series of recurring themes which last approximately half a term and which children experience every year through a progressive 'spiral programme'. At each encounter, the level of demand is increased, and learning is progressively deepened. We allocate one stand-alone lesson to PSHE education each week for each year group in KS1 and KS2.

Themes include:

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me (RSE)

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 – D6) that will be that session's focus. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

### **Impact**

Students not only acquire the appropriate age-related and stage appropriate knowledge linked to the PSHE curriculum but develop their sense of self-worth needed to thrive as individuals, family members and members of society.

We expect our children to:

- Develop positive and healthy relationships with their peers now and in the future.
- Demonstrate a healthy outlook towards school with good attendance and good behaviour;
- Demonstrate a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community.
- Demonstrate empathy and compassion.
- Celebrate similarities and differences such as diversity, disability, and friendship.
- Accept everyone's right to be 'different'.
- Have respect for themselves and others.

- Recognise the difference between right and wrong and readily apply this understanding to their own lives.
- Recognise and apply the British Values of Democracy – Tolerance, Mutual Respect, Rule of Law, and Liberty.
- Demonstrate perseverance to overcome challenges, manage their emotions and share aspirations and personal strengths.
- Build a capacity for learning across all curriculum areas as well as their everyday lives.
- Be emotionally and physically healthy promoting good relationships with food, managing stress and body image.
- Keep themselves safe in and out of school.
- Deal with changes of many types.

## **8. Curriculum Delivery and Content Secondary**

In Years 7 and 8, students are taught this content in a timetabled lesson each week; years 9, 10 and 11 are taught PSHE and RSE through bi-weekly lessons; and year 12 and 13 will cover their PSHE programme through the inspiration programme and PSHE lessons.

All students are also taught RSE and PSHE through:

- A broad selection of assemblies
- Trips
- Guest speakers
- Careers provision

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Some PSHE is taught through extended project qualifications in the sixth form.

Students may also receive stand-alone sex education sessions delivered by a trained health professional. Students also receive some basic first aid training from external providers. Students are given the opportunity to become mentors, members of the Equality and Diversity club, Anti-Bullying Ambassadors and become part of the school council leadership team.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Respectful relationships, including friendships.
- Online and media
- Being safe

During the secondary phase, intimate and sexual relationships, including sexual health.

PSHE focuses on opportunities for teaching students about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions.

Themes include:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Basic First Aid

- Health and prevention
- Changing adolescent body

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g. looked after children or young carers.

We also pride ourselves on how PSHE is effectively integrated into all our subjects. Below is an overview of how PSHE can be embedded into different subjects using these themes:

### Health and Wellbeing

Science	Teaching about the human body, puberty, reproduction, and mental health (e.g., stress and brain function).
PE	Links to physical health, fitness, and the impact of lifestyle choices on well-being.
Hospitality and Catering	Healthy eating, nutrition, and diet-related diseases.
Media Studies	Representation of body image in the media and its impact on mental health.

### Relationships

<b>English &amp; Drama</b>	Exploring relationships, consent, identity, and conflict through literature and plays (e.g., <i>Romeo and Juliet</i> )
<b>History</b>	How societal attitudes towards relationships, marriage, and gender roles have evolved over time.
<b>Religious Studies (RS)</b>	Ethical and moral discussions about relationships, marriage, and family structures.
<b>ICT/Computing</b>	Online safety, cyberbullying, and the impact of social media on relationships.

### Living in the Wider World

<b>Maths</b>	Financial literacy (e.g., budgeting, interest rates, financial decision-making).
<b>Business Studies</b>	Workplace rights, entrepreneurship, and career planning.
<b>Geography</b>	Sustainability, global citizenship, and ethical consumption.

<b>Media Studies</b>	The impact of advertising, digital literacy, and fake news on public perceptions.
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**PSHE education across the Aylesbury Vale Academy Curriculum.**

<b>Subject</b>	<b>Health and wellbeing</b>	<b>Relationships</b>	<b>Living in the wider world</b>
<b>English</b>	<p>Exploring mental health through literature e.g., <i>Of Mice and Men</i></p> <p>Developing emotional literacy through creative writing and poetry.</p>	<p>Analysing relationships, conflict, and power dynamics in texts (<i>Macbeth, An Inspector Calls</i>).</p> <p>Debating themes of consent, respect, and identity in literature.</p>	<p>Media literacy and fake news in nonfiction texts.</p> <p>Public speaking and debating skills linked to active citizenship.</p>
<b>Maths</b>	<p>Understanding data on health statistics (e.g., obesity rates, mental health trends).</p> <p>Probability in risk assessment (e.g., lifestyle choices and long-term health).</p>		<p>Financial literacy (budgeting, taxes, loans, mortgages).</p> <p>Understanding economic inequality through numerical reasoning.</p>
<b>Science</b>	<p>Puberty, reproduction, contraception, and menstrual health.</p> <p>The science of drugs, alcohol, and addiction.</p> <p>The role of sleep, nutrition, and exercise in well-being.</p>	<p>Genetics and diversity – how biological factors influence identity.</p> <p>Consent and reproduction – the role of science in relationships.</p>	<p>Sustainability and climate change – ethical and environmental responsibility.</p> <p>The impact of biotechnology and medical ethics.</p>
<b>PE</b>	<p>The impact of exercise on mental health and stress management</p>	<p>Teamwork, leadership, and fair play in sports.</p>	<p>Careers in sport and the wider fitness industry.</p>

	<p>Understanding nutrition, body image, and eating disorders.</p> <p>Substance misuse prevention – effects of drugs on athletic performance.</p>	<p>Addressing bullying and inclusivity in sports settings.</p>	<p>Health inequalities – access to sports facilities and participation.</p>
<b>History</b>		<p>The evolution of gender roles, marriage, and LGBTQ+ rights.</p> <p>Historical perspectives on race, colonialism, and migration</p>	<p>Political movements and activism (e.g., suffragettes, civil rights).</p> <p>The impact of propaganda and media influence on society.</p>
<b>Geography</b>	<p>Impact of climate change on mental health and global inequalities.</p>		<p>Ethical issues around fast fashion, consumerism, and sustainability.</p> <p>Globalisation and economic disparity.</p>
<b>Religious Education</b>	<p>Ethical debates on euthanasia, abortion, and medical ethics.</p>	<p>Different perspectives on relationships, marriage, and family.</p>	<p>Moral reasoning and ethical dilemmas in personal choices.</p>
<b>Media Studies</b>	<p>Body image and mental health in advertising.</p> <p>Representation of disabilities, gender, and ethnicity in the media.</p>	<p>Interpersonal communication in digital spaces.</p> <p>The role of media in shaping societal attitudes toward relationships.</p>	<p>Fake news, misinformation, and media bias.</p> <p>Ethical debates on freedom of speech vs. censorship.</p>
<b>Computing</b>		<p>Exploring the dangers of online grooming and exploitation.</p> <p>The role of social media in shaping identity and self-esteem.</p>	<p>Online safety, cyberbullying, and digital footprints.</p> <p>The impact of AI, algorithms, and digital literacy on society.</p>

<b>Business Studies</b>		Ethical leadership and corporate social responsibility.	Financial responsibility, credit, and investment.  Understanding workers' rights, minimum wage, and ethical business.

### 9. Relationships and Sex Education (RSE)

'If sex and relationship education is established within the context of personal, social and health education (PSHE) at primary level, as children reach puberty they will know and understand that they will change and develop and will have confidence in managing the physical and emotional changes' (SRE Guidance 2000, DfEE).

PSHE is about supporting students to make well-informed, positive choices for themselves that seek to support their own health and well-being, while 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.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy.
- Include the development of skills to support healthy and safe relationships and ensure effective communication about these issues.
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- Be delivered by competent and confident educators.
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **9. Equality**

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with protected characteristics (which mean that they are potentially at greater risk).

We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. We are mindful to issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. The British values and the Equality Act are pivotal in the development of our curriculum. Staff understand that they have an important role to play in modelling positive behaviours. Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

With our Equaliteach Award we have strengthened our approach to equality, diversity and inclusion, helps to eliminate discrimination, advance equality of opportunity and foster good relations (Equality Act, 2010); promote community cohesion (Education and Inspections Act, 2006); prevent people being drawn into terrorism (Counter Terrorism and Security Act; 2015) and safeguard children and promote spiritual moral, social and cultural development (Education Act, 2002).

## **10. Roles and responsibilities**

### **10.1 The Governing Body**

The governing board will approve the PSHE/RSE policy and hold the principal to account for its implementation.

### **10.2 The Principal**

The principal is responsible for ensuring that PSHE/RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/ non-science components of RSE (see section 8).

### **10.3 Staff**

Staff are responsible for:

Delivering PSHE/RSE in a sensitive way. This is in line with Section 2 of the teaching standards, the British values, the Equality Act and the school policy.

Modelling positive attitudes to PSHE and 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/ non-science components of RSE.

Completing training and requesting support when necessary

Staff do not have the right to opt out of teaching PSHE or the RSE element of PSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal/ Primary Head Teacher.

Key roles involved in planning and delivery of PSHE and RSE

- Assistant Principal (Secondary)
- Deputy Head (Primary)
- Curriculum Leader for PSHE (Secondary)
- PSHE Subject Leader (Primary)
- Science and RE teachers
- PSHE and RSE teaching team

#### **10.4 Students**

Students are expected to engage fully in PSHE/RSE and, when discussing issues related to the subject, treat others with respect and sensitivity.

#### **11. Parental Involvement**

We will consult with parents/carers when developing and reviewing our PSHE and RSE curriculum.

Parents/carers have the right to request to withdraw their child from some or all of sex education delivered as part of statutory RSE, except for the biological aspects of human growth and reproduction taught in science.

##### **Primary phase**

Parents **do not** have the right to withdraw their children from **relationships education**. Parents have the right to withdraw their children from the *non-statutory/non-science* components of sex education within RSE.

Parents are provided with opportunities to see the scheme of work and speak to teachers prior to the RSE lessons in a parent workshop.

Requests for withdrawal should be put in writing and addressed to the Primary Headteacher.

##### **Secondary phase**

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.

Requests for withdrawal should be put in writing addressed to the Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

#### **12. Training**

Staff who deliver PSHE/RSE receive appropriate training and ongoing support. Teachers have the opportunity to view lessons in advance and training and support is tailored to individual needs. When needed, visitors from outside the school, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE. One to one training has been provided to staff as well as inset training and twilights.

#### **13. Teaching strategies for delivering RSE**

It is essential, that as a school we help our students develop confidence in talking, listening and thinking about Relationships and Sex Education. Teachers and other staff can use a range of teaching strategies to help them do this, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and

encouraging reflection.

### **Discussion**

Research into what makes RSE effective shows that discussion encourages learning and is enjoyed by pupils. Methods used will include techniques such as the use of circle time (primary) and think- pair-share.

### **Reflection**

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills, and attitudes. Teachers can help pupils reflect on their learning using skillful questioning.

### **Input from health professionals**

Working with health professionals can enhance delivery of RSE and Health Education, bringing in specialist knowledge and different ways of engaging with children. Teachers will ensure that the content delivered by visitor's fits with the planned programme and this Policy. Health practitioners are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation they should follow the School's Confidentiality Policy. In-line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in the classroom by using the negotiated ground rules and distancing techniques.

### **14. Safeguarding**

All staff involved in delivering PSHE and RSE will receive safeguarding training to ensure they can support pupils effectively.

We will follow our school's safeguarding policy to address any concerns that arise during PSHE and RSE lessons.

### **15. Staff Responsibilities**

Our students come from a wide range of different cultural, social and religious backgrounds and will react to what staff say in different ways, especially during lessons on topics that may divide opinion.

As professionals working with young, impressionable minds, it is expected that staff will not express their own political, cultural, social or religious views. In line with the Equality Act, 2010, staff will acknowledge that different groups of people have different views and that there are 'protected characteristics' which must be respected and not discriminated against. It is important that students are given the space to form their own personal views on the topics taught. Staff are responsible for requesting support when required and attending all CPD sessions. Staff are also responsible for reading policies.

### **16. Monitoring and assessing arrangements**

The PSHE and RSE curriculum will be reviewed annually by the PSHE lead in consultation with senior leadership and governors.

Monitoring will cover:

- Planning scrutinies,
- Reviewing resources
- Discussions and feedback from students
- Discussions and feedback from staff

- Learning walks, lesson observations, coaching walks
- Self-assessment in Primary and secondary
- Students' knowledge and understanding through classroom discussion, self-assessment.
- Application of knowledge and skills by students (eg: resolving conflict, forming positive relationships and making decisions)
- Staff and student voice
- Students' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.