

PSHE POLICY



Date: June 2026

Member of staff responsible: Amanda Pickering

Review date: June 2027

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Department for Education, July 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers).

Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Our school RSHE policy refers to both PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) because RSHE is included within PSHE. Our PSHE programme offers a broader range of content than RSHE alone, including citizenship education, finance education, age-appropriate careers education that come under the umbrella of Preparation For Adulthood Outcomes.

Our PSHE policy is also informed by,

Working together to safeguard children ,The Equality Act 2010, Promoting children and young people's mental health and wellbeing, The Prevent duty: safeguarding learners vulnerable to radicalisation , Behaviour in schools , Preventing and tackling bullying, Child online safety: Protecting children from online sexual exploitation and abuse ,Sharing nudes and semi-nudes: advice for education settings working with children and young people, Special educational needs and disability code of practice: 0 to 25 years, EYFS statutory framework for group and school-based providers, Teaching online safety in schools, Equality and human rights guidance, Promoting fundamental British values as part of SMSC in schools.

Aim of the PSHE policy

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

In our school we choose to deliver Personal, Social, Health Education using the PSHE Association SEND Framework.

Objectives of the policy:

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

Curriculum design:

- RSHE is taught as part of PSHE and SMSC through six themes: Self-awareness, Managing Feelings, Healthy Lifestyles, Self-care, support and safety, Changing and Growing and The World I live In.
- Teaching is inclusive of the nine protected characteristics under the Equality Act (2010). Our lessons are LGBT-inclusive and respectful of the religious and cultural diversity of our pupils. Teaching is differentiated as needed, particularly for pupils with SEND.
- Assessment is ongoing: through discussion, reflection, presentations and written work. Teachers are expected to hold RSHE to the same high standards as academic subjects, ensuring progress is evident and meaningful.
- Resources are drawn from the PSHE Association, Science curricula, pastoral programmes. Parents are informed of key topics and can request to see lesson resources in advance.

PSHE Programme Content Overview KS3-5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Knowing Me Strengths, identity, routines, emotions, asking for help	Healthy Minds Recognising emotions, anxiety, regulation, resilience, trusted adults	Growing & Changing Puberty, body changes, hygiene, privacy, menstruation, personal care	Keeping Safe Personal boundaries, unwanted touch, emergencies, first aid, 999, medicines	Healthy Relationships Friendships, kindness, respect, bullying, online communication	Healthy Living Food, sleep, exercise, screen time, basic online safety
Y8	Respect & Difference Discrimination, prejudice, diversity, protected characteristics	Digital World Social media, AI, deepfakes, misinformation, digital footprints, gaming, gambling	Relationships & Consent Consent, body autonomy, healthy vs unhealthy relationships, coercion	Keeping Myself Safe Risk taking, exploitation, criminal exploitation, online harm, reporting concerns	Managing Strong Feelings Emotional regulation, conflict resolution, self-worth, coping strategies	Health Choices Alcohol, vaping, smoking, medicines, healthy choices
Y9	Preparing for Adult Relationships Romantic relationships, intimacy, sexual orientation, gender, respectful relationships	Sexual Health & Safety Contraception, STIs, pregnancy, accessing healthcare, confidentiality	Power & Influence Pornography, misogyny, incel/manosphere influences, coercive control, domestic abuse, sexual harassment	Mental Health & Wellbeing Depression, self-harm awareness, suicide prevention, bereavement, accessing support	Independence & Community Travel, employment behaviours, money, personal safety, citizenship, democracy, rule of law	Preparing for KS4 Healthy lifestyles, personal responsibility, future aspirations, transition
Y10	Knowing Myself Identity, strengths, interests, self-esteem, understanding needs, self-expression	Understanding Feelings/Sexual Health Recognising emotions, managing stress, coping strategies, resilience, trusted adults, consent, sexual health services, STI prevention	Friendships & Boundaries Healthy friendships, personal space, respect, consent, communication	Keeping Safe Online Online safety, social media, cyberbullying, AI awareness, digital footprints, sextortion, radicalisation/extremism	Healthy Lifestyles Nutrition, physical activity, sleep, hygiene, self-care	Making Safe Choices Risk-taking, peer influence, vaping, alcohol, medicines, support services
Y11	Developing Self-Advocacy Rights, confidence, expressing views, decision-making, independence	Healthy Relationships Respect, consent, healthy vs unhealthy relationships, conflict resolution, radicalisation/extremism	Sexual Health & Growing Up Contraception, STIs, reproductive health, accessing support	Personal Safety & Exploitation County Lines, grooming, coercion, scams, community safety	Managing Money Safely Budgeting, banking, consumer awareness, gambling risks	Preparing for the Future Resilience, coping with change, aspirations, transition planning
Y12	Independent Living Skills Organisation, cooking, household management, routines, responsibilities	Working Life Workplace expectations, professional behaviour, teamwork, communication	Managing Adult Relationships Healthy partnerships, boundaries, respect, intimacy, support networks, healthy masculinity/gender stereotypes	Managing Physical & Mental Health Healthcare services, self-care, mental wellbeing, healthy routines	Citizenship & Community Volunteering, democracy, rights, responsibilities, community participation	Travel, Housing & Budgeting Public transport, housing options, bills, budgeting, safety, financial exploitation
Y13	Adult Services & Self-Advocacy EHCP transitions, social care, advocacy, making informed decisions	Long-Term Relationships & Family Life Commitment, family relationships, healthy masculinity/gender stereotypes, parenting awareness, support services	Sexual Health in Adulthood Contraception review, fertility, family planning, health services	Financial Independence Benefits, tax, savings, banking, avoiding financial exploitation	Employment & Next Steps CVs, applications, interviews, career planning, workplace rights, mutual respect & law	Life Beyond Cedars Independent adulthood, community inclusion, wellbeing, future planning

***Sex Education will be taught yearly**

- **Y7:** Puberty and body changes
- **Y8:** Consent and body autonomy
- **Y9:** Sexual health and safety
- **Y10:** Healthy sexual relationships
- **Y11:** Reproductive and sexual health
- **Y12:** Adult intimate relationships
- **Y13:** Family planning and adult sexual health

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

Relationships and Health Education is compulsory for all Primary and Secondary schools as set out in the DfE Guidance (2025). Primary schools may provide additional age-appropriate sex education outside that covered by statutory Health Education (Developing Bodies), and this can be included within PSHE or as part of the statutory Science curriculum (life-cycles).

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, and these details are included within this policy. We have also chosen to include Health Education in this policy in line with best practice. This PSHE policy is available to anyone on request and is also available on the school website. It is our school trustees' responsibility to ensure that the policy is developed and implemented effectively. Parents and carers should be made aware of the sex education elements of PSHE they can withdraw their child from. This is set out here:

We define Relationships Education as learning how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

Parental withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education outside of that taught within and as part of the Science curriculum. **They cannot withdraw from any Relationships or Health Education lessons** and this includes lessons about puberty. (Section 21, DfE, 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education). **Children learning correct terminology for body parts is also a statutory requirement as set out in Section 40 of the statutory guidance for Health Education (DfE, 2025).** Body terminology is introduced in Year 6 and reinforced in Years (7-12). This is not considered to be sex education from which parents can withdraw. Before granting any request to withdraw a child from sex education we seek to work with the parents/carers concerned to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will also explain any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept.

Once those discussions have taken place, the school will respect the parents' request to withdraw the pupil.

If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. (Appendix 1)

Transparency with parents/ carers about the PSHE curriculum and resources

Parents and carers have the right to see a representative sample of materials used within the teaching of RSHE and can do so by prior appointment with a member of staff. As many PSHE materials are copyrighted the school is not permitted to put teaching materials on any public facing website or social media. On request any parent/carer can request to see all materials their child will be taught as part of Relationships, Health and Sex Education. If a parent chooses to see all materials during an appointment they will be shown examples from the PSHE Association Website. If RSHE materials are sent home for parents/carers to view, they will be issued with a statement, that as a condition of access, the content should not be copied or shared further except as authorised under copyright law.

The school consults parents/carers when developing this policy by providing information on its website or sending out information through our parent communication platform (Reach More Parents) to allow them time to respond before being ratified with trustees. The school gives serious consideration to any comments from parents/carers about the RSHE policy and teaching programme. The overall decision about the content of the school's PSHE programme lies with the school, informed by statutory duties, so parents/carers are not able to veto curriculum content.

Links with other policies in school

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including these:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- SEND Policy
- Visitor Policy
- Teaching and learning Policy
- Other curriculum subjects e.g., Science, RE, Computing

The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE/ RSHE;
- the school is fulfilling its statutory obligations in regard to PSHE/RSHE;
- all pupils make progress in regard to PSHE/RSHE;
- PSHE/RSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE/RSHE provision is subject to regular monitoring and evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents/guardians on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and trustees monitor this policy on a regular basis.

Trustees require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Trustees scrutinise materials to check they are in accordance with the school's ethos and values framework, and to meet safeguarding obligations.

Use of visitors and external agencies

The headteacher and/ or the PSHE Subject Lead will liaise with external agencies and visitors regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance and safeguarding processes.

We use the following external providers as part of our PSHE programme:

School nurses and Police Officers

Parents/carers are also entitled to view resources used by any visitor/ external agency that supports the school's PSHE curriculum in advance of the lesson(s).

PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is age-appropriate content within PSHE to educate pupils about keeping themselves and others safe.

Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive 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. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

We teach sex and relationships education in a balanced, inclusive and age-appropriate way, recognising that families and communities may hold a range of beliefs, values and perspectives. Pupils are supported to consider different viewpoints respectfully, while understanding that freedom of belief and expression does not permit discrimination, harassment, abuse or intolerance towards others. Teaching reflects the requirements of UK law and promotes respect for the rights, dignity and safety of every individual.

Monitoring and Evaluation

The Curriculum Committee of the governing body monitors this policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The subject lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to students need, and that teaching and learning is effective. Monitoring and evaluation is carried out by the PSHE Lead and evidence will be collected as follows:

- Pupil voice
- Medium Term Planning Monitoring
- Ongoing Ipsative Assessment
- Termly Assessment

How PSHE is organised in school

Cedars High Heworth delivers PSHE/RSHE through a dedicated subject lead supported by two specialist HLTA/teachers, ensuring consistent, high-quality provision for all pupils. In line with statutory **PSHE and RSHE requirements**, the PSHE team undertakes regular **continuing professional development** to maintain up-to-date knowledge of safeguarding, health education, relationships education, and inclusive practice.

The school works in partnership with the **Gateshead Health and Wellbeing Service**, accessing workshops, training events, and specialist guidance throughout the year. This ensures curriculum content remains evidence-based, age-appropriate, and responsive to emerging local and national priorities, as required by statutory guidance.

PSHE Subject Lead – Amanda Pickering

Leanne Mongan(HLTA) – KS3

Weekly 1 x hour lesson

Class teachers provide weekly 1 x hour lessons/intervention

Suzie Fullman(Teacher) – KS4/5

2 Weekly lessons

Meeting the needs of all pupils

Cedars High Heworth ensures that pupils with **SEND** and additional needs access the PSHE/RSHE curriculum in a way that is fully inclusive, developmentally appropriate, and aligned with statutory **DfE RSHE guidance**. Provision is adapted so that all pupils can achieve the intended learning outcomes, regardless of cognitive, communication, sensory, or social-emotional needs. Each year, pupils are consulted on the PSHE curriculum and the topics we teach. This takes place through structured discussion and an annual pupil questionnaire. The feedback gathered directly informs curriculum planning and helps identify additional areas for future teaching.

Key ways SEND needs are met

- **Curriculum differentiation** — PSHE content is broken down into manageable steps, with simplified language, visual supports, and scaffolded tasks to ensure accessibility for pupils with a range of learning needs.
- **Personalised learning** — Teachers and HLTAs tailor delivery to individual EHCP targets, ensuring PSHE supports wider developmental priorities such as communication, emotional regulation, independence, and social interaction.
- **Multi-sensory teaching approaches** — Lessons incorporate visual aids, modelling, role-play, social stories, and practical activities to support pupils with ASD, ADHD, speech and language needs, and cognitive difficulties.
- **Small-group and 1:1 support** — Where appropriate, pupils receive targeted support to rehearse skills such as consent, personal safety, emotional literacy, and healthy relationships in a safe, structured environment.
- **Communication-friendly practice** — Staff use clear, consistent language, visual timetables, symbols, and repetition to support pupils with speech, language, and communication needs.

- **Safeguarding-aligned adaptations** — Sensitive topics (e.g., relationships, online safety, sexual health) are taught with additional pre-teaching, reinforcement, and personalised resources to ensure pupils with SEND understand risks and protective behaviours.
- **Collaboration with SEND specialists** — The PSHE lead works closely with the SENDCo, therapists, and external agencies to ensure content is appropriate, safe, and responsive to individual needs.
- **Assessment for SEND learners** - Progress is monitored through observation, discussion, practical demonstration, and personalised assessment tools rather than solely written outcomes.

Local intelligence from Gateshead identifies **oral health** as a significant health priority. This is evidenced through a range of **local health data sources**, including:

- **Gateshead Joint Strategic Needs Assessment (JSNA)** — highlighting higher-than-average levels of dental decay and poor oral hygiene in some local communities.
- **Public Health Gateshead reports** — identifying oral health as a key area for targeted intervention.
- **School Nursing Team data** — including dental screening outcomes and referrals.
- **Local authority health and wellbeing surveys** — capturing parental feedback and community health trends.
- **Information from the Gateshead Health and Wellbeing Service** — shared through training, briefings, and partnership meetings.
- **SEND-specific health information** — drawn from EHCPs, specialist reports, and professional assessments.

These data sources consistently show that oral health is a particular concern for pupils with **SEND**, who may experience sensory sensitivities, challenges with daily routines, or difficulties accessing dental services. As a result, oral health education is embedded within our PSHE curriculum and reinforced through targeted interventions.

- Teaching on **oral hygiene routines** using visual supports and step-by-step modelling
- Pupils participate in a **daily supervised toothbrushing programme**, delivered by staff who are fully trained in its implementation and safe practice.
- Work on **healthy eating**, sugar intake, and dental health
- Collaboration with the school nurse and local dental health teams
- Reinforcement of oral health messages through personalised SEND interventions and social stories

This approach ensures PSHE is not only statutory-compliant but also responsive to the specific needs of our pupils and the wider community.

Disclosures in PSHE/Managing sensitive discussions

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL. The pupil concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by staff throughout the process. Visitors to the school will be advised of this process should a disclosure occur as part of their session.

The PSHE Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital in PSHE. To enable this, we use PSHE 'ground rules' at the beginning of lessons which are reinforced throughout. Our pupils are also encouraged to ask questions and share worries with members of staff in the aim to promote a welcoming and 'open' learning culture.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, peers or families.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. There may also be cases when we may need to deviate from our published PSHE policy to safeguard children, for example, if pupils have seen distressing or pornographic content online. This teaching will remain age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. **The school will inform parents of any deviation from the published PSHE policy in advance and share any relevant materials with them on request.**

Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on personal experiences.

If a child asks a question related to sex education, that is not covered in school, or related to content the child has been withdrawn from, the teacher concerned may provide an answer according to the age and maturity of the child if it is appropriate to do so. If it is not appropriate to provide an answer, the teacher will refer the question to be answered at home.

Policy Review

This policy is reviewed annually

	Signed Headteacher	Signed Chair of Trustees
Date of review:		
Date of next review:		

Appendix 1

Overview of the Statutory RSE Requirements (as outlined by the Department for Education) across Key Stages 3, 4 and 5

	KS3	KS4/5
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 th birthday