



ST HILDA'S
CE HIGH SCHOOL

PSHE (RSHE) Policy

Approved by Governing Committee: Curriculum & Teaching Committee

Ratified by Full Governing Body: 18th June 2026

Next Review Month: June 2027

Policy Owner / Author: NM

Review Frequency: Annual

This policy remains in force until superseded by a revised policy approved by the Governing Board.

CHRIST JESUS AS OUR CORNERSTONE

Ephesians 2:20

THE ST HILDA'S FAMILY

We are the St Hilda's family, with **Jesus Christ** as our **cornerstone**.
Building on foundations of **wisdom hope community dignity and equality**
we nurture and support one another to be our very best.
We rejoice in our **diversity** and celebrate our many achievements.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. 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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and **Relationships, Sex, and Health Education** at secondary, statutory subjects. 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.

This PSHE policy is also informed by Keeping Children Safe in Education, The Equality Act 2010, Mental Health and Behaviour in Schools, Preventing & tackling bullying, Sexual violence and sexual harassment between children in schools and colleges, Promoting Fundamental British Values as part of SMSC in schools, Education for a connected world, Parental engagement on relationship education, Tackling Child Sexual Abuse Strategy, UK Council for Internet Safety: Sharing of nudes and semi-nudes guidance for schools.

PSHE at St Hilda's CE High School

PSHE is part of our Cornerstone Curriculum and is shaped by our Christian vision and values and aims to encourage the flourishing of all students. The quote from Ephesians 2:20 underpins our mission statement and is expressed through it: We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of WISDOM, HOPE, COMMUNITY, DIGNITY, EQUALITY and DIVERSITY, we nurture and support one another to be our very best. We rejoice in our diversity and celebrate our many achievements.

PSHE therefore aims to provide students with the knowledge, skills and values to support students in their journey to lead a full life.

A key part of a students' personal development is the knowledge, skills and values developed in discreet PSHE lessons. In PSHE, this includes KSV in 6 areas of study across KS3-5:

- Relationships
- Keeping safe online and offline
- Careers
- Health and well-being (physical fitness)
- British values, skills and responsibilities
- Health and well-being (mental health)

Our PSHE curriculum is compliant with statutory guidance and based on pupil need:

The PSHE Curriculum is informed by:

A - National and local / school-based data

B - National and local reports

C - Student voice

D - Statutory requirements (including 2025 guidance)

Our PSHE curriculum is an inclusive and well-sequenced spiral curriculum, informed by meaningful engagement with pupils and parents and ipsative assessments that guide our student progress. It is relevant and engaging, age and stage appropriate. We focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, about health, including mental health.

We sequence teaching so that pupils are supported and equipped with the knowledge and skills to navigate different experiences in a positive way, before they occur, and to prevent harms. Where appropriate, we work with local partners and other bodies to understand specific local issues and ensure needs are met. Staff are trained in safeguarding and offering support and have the knowledge, skills and confidence to create a safe and supportive environment.

PSHE at St Hilda's CE High School is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the laws listed above.

It has been approved following consultation with relevant Heads of Department (Science, Religious Studies, ICT/Computing, Child Development and PE) as well as students, parents, governors and staff involved in teaching PSHE (RSHE).

A copy of this policy is available on the school's website as well as through the school's portal. A hard copy is available at Reception. Curriculum information is also published on the school portal.

Our Aims

Our PSHE policy will support the development of knowledge, skills, and values, 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, to appreciate the beauty of the world around them and to consider the possibility of something greater than themselves

- 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

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

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships and Sex Education is compulsory for all secondary schools as set out in the DfE Guidance. For all maintained schools there is also a statutory duty to provide Health Education.

Right to withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education, up to and until 3 terms before the child turns 16. They cannot withdraw from any Relationships or Health Education lessons (Section 50, DfE, 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education).

Before granting any such request we seek to work with parents / carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the pupil, up to and until three terms before the pupil turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education. (DfE, 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education).

Requests for withdrawal should be put in writing, using the form in Appendix 2 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

RSHE policy and curriculum aims to:

- give all students objective and accurate information concerning sexual relationships
- equip them to make considered decisions about their own relationships
- encourage them to respect the needs and rights of others
- foster a sense of moral responsibility
- develop the skills to avoid unwanted sexual experiences

- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them.
- develop self-esteem, self-awareness and communication skills
- provide support and information for young people and their parents
- provide a secure environment where issues can be explored
- provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- Encourage students to accept that others' sexuality may be different from their own
- Teach students about aspects of the law regarding sexual relationships and sexuality
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships

PSHE / RSHE Programme Content Overview
KS3 PSHE

6 areas of study	Year 7	Year 8	Year 9
Relationships	1. What is a positive and respectful relationship with others? 2. What is a friend? 3. How can I manage change in friendship? 4. What is peer pressure? 5. How can I respond to peer pressure? 6. Reporting bullying and where to get help. 7. What is consent? 8. Is this behavior ethical? 9. Kindness 10. What types of families are there? 11. How can you keep relationships in a family positive / role and responsibilities in families? 12. How should I treat others in public spaces? 13. Equality 2010 14. How can I keep myself safe? 15. Do I know who and how to ask for help?	1. Am I ready for a girlfriend / boyfriend? Perceptions and expectations. 2. What is a positive romantic relationship? How to manage relationship feelings. 3. What is consent? Kindness / Is this behaviour ethical? 4. What influence can the media have on our relationships? 5. Family and family disputes (how to resolve) / - importance to well being 6. Mentors in Violence Prevention programme – Year 10 deliver 2 lessons to Year 8 – lesson on What is MVP (inc gender stereotyping / active bystander) AND further lessons depending on survey	1. What is a positive and healthy intimate relationship Re-cap Equality 2010 2. Why do people have an intimate relationship? Sex and the law 3. Communication skills for intimate relationships AND relationship loss and change 4. What is consent? 5. Kindness 6. Is this behaviour ethical? Delivered in Sep assembly and revisited in PSHE 7. What is an unintended pregnancy? What are the options? Inc abortion 8. What is contraception? 9. What is a family (diversity) and what is the role and responsibility of a parent?

Keeping safe Online and offline	1. How to be respectful online 2. What are my rights and responsibilities online? (Law on images) How should I behave online? 3. How can I protect my online privacy? 4. What is grooming? How to report / get help 5. Can social media help us to flourish? Influencers / misinformation / Is it real or AI? 6. What is FGM? Virginity testing/ hymenoplasty / Where can I go for help? 7. Travel safety and how to keep safe	1. What are online risks to my safety? AI chatbots and risks / law on images / misinformation 2. What are my rights and responsibilities online? How should I behave online? What is online bullying / cyberbullying? 3. What does the internet know about me? How information and data is generated, collected, shared and used online. 4. What is financial exploitation and sexploitation? How to report / get help 5. Gang and knife culture / law as it relates to knives and violence / knife misconceptions 6. Alcohol and substance misuse / social media and substances / tobacco and vaping including illicit vapes 7. Emergency First Aid	1. What risks are there in online / offline world (re-cap)? AI chatbots and risks / law on images / misinformation / exploitations including financial 2. How can I improve my online health? Can social media help me to flourish? Online misinformation and conspiracy theories 3. How to disagree agreeably? Bullying and abuse– types and responses. 4. Pornography vs reality – what are the dangers of pornography? Inc strangulation 5. Gang and knife culture – re-cap law – personal and social consequences / carrying knives uncommon / misconceptions / where and how to seek help / exploitation 6. Recreational, Illegal drugs and the law / medicine safety. 7. Substances and emergency situations
Careers and future life	Looking ahead to your future: exploring the world of work 1. What is the definition between a job and a career? 2. What are the different transition points? 3. What is your dream job? 4. Managing money	Be inspired by your future: exploring careers and employability skills 1. Are careers changing? 2. What are my employability skills and how do they fit into my career aspirations? 3. What sector am I interested in? 4. Gambling and risks to mental health	Research your future: exploring careers and making choices 1. How do I know which option to pick? 2. What are my employability skills and how do they link to Labour Market information? 3. Raising ambitions 4. Being in financial debt / managing money worries

Health and well-being (physical)	1. What is puberty? Emotional and social changes at puberty 2. Physical changes at puberty (boys and girls) 3. How can I keep fit and active? Food choices 4. Personal hygiene and oral health 5. Healthy lifestyle – food choices 6. When and how to self-care / when and how to seek professional help	1. Science and health 2. Mental benefits of physical activity 3. Taking responsibility for my health 4. what influences food choices 5. When and how to self-care / when and how to seek professional help	1. Influences on physical activity 2. Prevention of infection 3. STIs / HIV prevention drugs 4. Sleep and relaxation Ipsative assessment / return to baseline and consult student voice.
Skills, British values and responsibilities	1. A welcome and inclusive school 2. Challenging stereotypes (inc Gender stereotyping and Equality Act 2010) 3. Impact of prejudice and discrimination / challenging stereotypes/ rights and responsibilities 4. Neurodiversity and visible difference 5. Managing conflict in teams / team building 6. Reducing my carbon footprint	1. All kinds of people – diversity and benefits of diversity 2. Active listening and communication skills / non-verbal communication 3. Managing criticism (what is constructive criticism?) 4. Managing misunderstandings – inc online / netiquette? 5. What can I do to promote inclusion in my community? Equality Act and protected characteristics / Tolerance 6. Environmental impact of fast culture 7. Understanding extremism (tolerance) 8. My rights and responsibilities as a consumer.	1. Problem solving 2. Study skills 3. Illegal employment and modern-day slavery 4. Part time work – rights and responsibilities 5. Impact of climate change on animals
Health and well-being (mental)	1. What is self-esteem? Being unique, self-esteem and health / Body image 2. Boosting your mood – hobbies, friendship groups and skills / time spent online	1. Anxiety and depression 2. Mental health stigma 3. Positive self-talk and boosting mental health (time spent online)	1. What affects mental health? 2. Preparing for change 3. Managing peer pressure 4. Impact of alcohol, drugs and smoking on mental health

KS3 PSHE

6 PSHE topics of study	Year 10	Year 11
Relationships	1. Why do people have sex? Consent and kindness / sexual ethics is this behaviour ethical? Kindness Delivered in assembly and revisited in form 2. Communication in romantic relationships 3. Do our relationships change as we get older? Impact of separation and loss 4. Sexual orientation / Gender identity and homophobia / transphobia. Re-cap Equality Act 2010 5. Pregnancy (importance of healthy behaviours before and during pregnancy. 6. Parenthood (successful parenting and importance of early years of a child's life for brain development) 7. Family - Parent and teenager relationships M Pinkett talk on masculinity and misogyny 1 Dec 2025 with all year groups as part of Respect Starts with Us programme/ previous assembly on programme	1. What is sexual harassment and what to do about it? (3 lessons) Re-cap protected characteristics and Hate crime / Managing unwanted attention /kindness and sexual ethics Is this behaviour ethical? Kindness 2. Women's safety 3. Is this Misogyny? – causes and consequences
Keeping safe Online and offline	1. Can you become too reliant on social media? Re-cap online rights and responsibilities / behaviour. Are you living an insta life? What impact can influencers have on our views 2. Dark web, harmful content (deepfakes) and pornography (law on AI and images / other dangers including strangulation) 3. Reporting harmful content and how to seek help. 4. Domestic abuse 5. Impact of substance misuse on family and community 6. Emergency First Aid	1. What is a healthy online relationship? /What is bullying? Stalking, coercive and controlling behaviour 2. Radicalisation and extremism – what to do and how to report. Can social media lead to escalations in conflict? 3. Substance misuse – choice, habit or addiction? 4. Substances and risky sexual behaviour / impact on reputation and life choices 5. Why do some young people choose crime? 6. Emergency First Aid

Careers and futures	Secure your future: how do I stand out to an employer? 1. What sector do I want to work in and how do I find work experience? 2. How do I stand out to an employer? 3. How can I get the most out of my work experience? 4. Managing my online profile for future employment 5. Gambling addiction	Research your future: exploring careers and making choices 1. What's next for me and what does my future look like? 2. How is the labour market changing and which sector best suits me? 3. Raising ambitions 4. Budgeting skills 5. Do job stereotypes still exist? The changing job markets
Health and well-being (Physical)	1. What is contraception? Safer sex (re-cap why people have sex from relationships topic) 2. What are STIs? 3. What is an unintended pregnancy? 4. Being a parent 5. Women's health and menopause / What is a miscarriage? How to access care and support 6. Finding and using health services / Taking responsibility for own health / benefits of regular self-examination and screening 7. Keeping safe, emergency First Aid	1. Characteristics of a healthy lifestyle 2. Sleep, rest and study – how to create balance when studying for exams 3. Lifesaving science (science relating to blood, organ and stem cell donation) / how to counter misinformation 4. Taking responsibility for own health / benefits of regular self-examination and screening 5. Fertility and reproductive health / What is PCOS? / What is endometriosis? / Menstrual and gynaecological health 6. What is Gillick competence / legal age of medical consent 16
Skills, British values and responsibilities	1. What are human rights? 2. What is prejudice and discrimination? 3. What is poverty? 4. Marriage, partnership and rights / law, rights and responsibilities in sexual relationships (inc 'common-law marriage' myth and forced marriages) 5. Playing a political role. Why vote? 6. How do politicians get elected? 7. Voting and elections 8. Media, press and disinformation	1. What are human rights? 2. What is prejudice and discrimination? 3. What is poverty? 4. Marriage, partnership and rights / law, rights and responsibilities in sexual relationships (inc 'common-law marriage' myth and forced marriages) 5. Playing a political role. Why vote? 6. Political parties and elections 7. Media, press and disinformation 8. How can we bring change to society?
Health and well-being (mental)	1. Are UK teenagers unhappy? Mental health / self-esteem / support for mental health Inc AI chatbots and misinformation online 2. Helping a friend or relative who is struggling to cope	Topics such as coping with stress / exam stress delivered in form period / response to pastoral need.

	3. Stress, anxiety and depression and how to manage them 4. Unhealthy coping, warning signs and triggers	
--	---	--

KS3 PSHE

		Ipsative assessments at start and end of each area of study		
Date	Other events	Year 12	Year 13	6 areas of PSHE
05/01/2026	Return to school PSHE Launch	Sexual health and STI's	Managing changing relationships when starting Uni or work	Relationships
12/01/2026	14th Jan UCAS Deadline	Contraception and choices	Respectful and assertive communication in relationships	
19/01/2026	22nd Year 12 Parents Eve	Being safe and LGBTQ+	Online dating pros and cons	
26/01/2026	The National Apprenticeship & Education Event - Aintree Racecourse Thursday 29 January 26	Managing strong emotions in relationships		
02/02/2026		Being a resilient student	Managing study exam stress	Health and wellbeing (mental)
09/02/2026		Managing study exam stress	Being a resilient student	
Half term				
23/02/2026	Year 12 in class assessments	Common mental health issues and strategies to help	Common mental health issues and strategies to help	

02/03/2026	Year 12 in class assessments	Prioritising mental health	Prioritising mental health	
09/03/2026	11th Year 12 CTL	Grooming, exploitation and deepfake	Positives and negatives of gaming and gambling	Keeping safe online and offline
16/03/2026	17th Year 13 Attainment grade	Alcohol misuse: personal and social consequences.	What is extremist behaviour	
23/03/2026		Substance misuse	Managing emergency situations	
13/04/2026	UCAS Launch (parents eve?)	Body image and social media	Travel safety including abroad	
20/04/2026		My careers ambitions	Work or study my next steps	Careers and futures
27/04/2026		Budgeting and finance	Money matters	
04/05/2026	Bank Holiday	Marketing yourself		
11/05/2026		Keeping physically healthy whilst studying	Healthy eating on a budget	Health and well-being (physical)

How PSHE is organised, monitored and evaluated in school

The PSHE curriculum is taught in discreet lessons in Key Stages 3, 4 and 5

The time allocated to PSHE in each year group is:

- KS3 – one hour lesson every week, in addition to PSHE delivered as part of the Cornerstone Curriculum (form time)
- KS4 – one hour lesson every other week, in addition to PSHE delivered as part of the Cornerstone Curriculum (form time)
- KS5 - PSHE is delivered in form, in tutorial sessions and continued independently.

PSHE in form and across school

In form period, students are encouraged to flourish smsc via:

- **Daily reflection:** Monday - world news, Tuesday - Bible, Wednesday – culture including art or poetry, Thursday - ethical questions and Friday - inspirational people (women).
- **Weekly assembly** with religious and / or PSHE focus
- **Pastoral care / skills** on Monday (can include PSHE / SMSC focus)
- **St Hilda's Reads** 3 days a week

The PSHE programme is led by N Martin, Head of PSHE who leads the review of 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. Mrs Martin also maps PSHE across the curriculum.

The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE;
- the school is fulfilling its statutory obligations in regard to PSHE;
- all pupil make progress in regard to PSHE;
- PSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE 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 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 governors monitor this policy on a regular basis. Parents are consulted on this policy and have the opportunity to express their views.

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

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 appropriate content within PSHE to educate pupils about keeping themselves and others safe. This includes pupils learning about relevant UK legislation such as the Equality Act 2010, laws around sexual harassment and abuse, and other criminal behaviours.

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. A variety of approaches and strategies, as recommended by SIP Liverpool, are used to give students relevant information, enabling issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created using ground rules and distancing techniques so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on the personal experiences of pupils. A wide range of age and stage appropriate resources, approved by SIP Liverpool, are available to teachers of PSHE. These are available for inspection by parents on request and have been shared with parents at PSHE open evenings.

A key feature of all lessons is signposting students where they can go for help or further information. We also aim to provide students with the skills and opportunity to develop the skills to ask for help.

Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions. Students will have the opportunity to ask questions both openly and in an anonymous way. For example, we have introduced the use of a 'Tell me anything' box, as recommended by SIP Liverpool. Individual teachers are supported by the HOD and / or Designated Safeguarding Lead if they are concerned or need support.

Disclosures in PSHE

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case safeguarding procedures are followed as appropriate. Pupil confidentiality is maintained by the teacher or member of staff concerned, the exceptions to this are shared with students as part of the ground rules. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) and follow our 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.

Students are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others.
- involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children.

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 and young people, including those who are LGBTQ+ and those from different cultural and faith backgrounds. 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).

Consistent with the values already described and as a faith school, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations, including different faith perspectives. When looking at particular issues students will be taught that different groups hold to different principles. Exploring different viewpoints does not mean that the school supports that viewpoint. Pupils are also taught how UK law does not give unfettered rights to individuals so they can be abusive and intolerant of others if they have a different opinion or perspective.

Meeting the needs of all pupils

Students have been asked for feedback on topics and individual sessions and student satisfaction is high. Various online surveys are also conducted throughout the year and feedback is given through our various student leadership groups. Several lessons have been developed as a result of student feedback and requests and we have recently introduced the following in response to student voice and student need:

- Additional lesson time either in discreet lessons (KS3) or in form
- Greater depth and breadth of topics (see 6 topic areas)
- Greater emphasis on skills

How will we ensure inclusion and differentiate learning?

We will identify students' different starting points using Ipsative assessments and ensure that all students' situations are understood. If a student has a Learning Support Assistant (LSA) this LSA will be assigned to them (unless there is a gender issue when other provision will be made).

We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching PSHE will be expected to do the same.

The Involvement of Parents and Carers

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website, on the portal and by providing hard copies
- Explaining our PSHE policy at the Year 7 parents welcome evening.
- Offering a PSHE open evening to parents each year to explain our curriculum and respond to questions.
- Sending out an electronic parental survey
- Sharing our curriculum online and informing parents what topics are being covered each term

We notify parents about SRE topics by letter and/or email.

Parents and carers have the right to see sample materials used within the teaching of PSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

St Hilda's CE High School gives serious consideration to any comments from parents/carers about the sex education programme, and makes a record of all such comments.

Links with other policies and curriculum in school

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes.

Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from the PSHE Sex Education Programme.

Teachers should act with professional judgement and respect students' and parents' views and sensitivities. Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment in year 11.

The ICT department will also complete some work on responsible use of the internet as well as moral choices involved.

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
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SEND Policy
- Visitor Policy
- Teaching and learning Policy
- Other curriculum subjects e.g., Science, Re and Careers

Use of visitors

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

Policy Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Appendix 1: 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	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the library