



## SGS Create PSHE/RSE Policy

This policy outlines SGS Create's approach to delivering Statutory Personal, Social, Health, and Economic Education (PSHE) and Relationships and Sex Education (RSE) in accordance with the latest Department for Education (DfE) government guidance. Its aim is to provide a comprehensive, inclusive, and age-appropriate curriculum that equips learners with the knowledge, skills, and understanding to lead healthy, safe, and fulfilling lives. To ensure a broad and balanced curriculum, we offer a diverse range of PSHE/RSE topics addressing physical, emotional, social, and career-related aspects. The curriculum covers essential life skills, health and well-being components, and social awareness themes, supporting learners in becoming well-rounded and informed individuals. Regular reviews maintain relevance, reflecting the changing needs and challenges faced by young people, empowering learners to make informed decisions, foster positive relationships, and lead fulfilling lives beyond secondary education. Relevant links to DfE guidance and websites can be found at the end of this document. This document will be reviewed every 18-24 months.

During Key Stage 4, learners will:

- develop the concepts of healthy relationships, consent, and understanding boundaries.
- develop the skills of critical thinking, communication, and decision-making through learning about sex and relationships education (RSE), personal finance, and career planning.
- explore the following topics/themes: mental health and well-being, substance abuse and its impact, responsible social media use, LGBTQ+ awareness and inclusivity, online safety and cybersecurity, and preparing for future career pathways.

This policy has been created by the Headteacher of SGS Create in collaboration with SGS College Deputy Principal & Data Protection Officer

This policy will be available via a link at [www.sgscreate.co.uk](http://www.sgscreate.co.uk) if you require a paper copy please email [sgscreate@sgscol.ac.uk](mailto:sgscreate@sgscol.ac.uk)

### 1. Aims and Objectives

- a. To deliver a holistic PSHE and RSE curriculum that supports the personal, social, emotional, and health development of all learners.
- b. RSE empowers our learners with accurate information and the skills to navigate various relationships and sexual situations responsibly. By providing them with the necessary knowledge, we aim to foster confident and well-informed individuals.
- c. To promote positive relationships, mutual respect, and understanding of diversity and different family structures. Understanding healthy relationships and making informed choices about sexual health are essential components of overall well-being. RSE helps our learners to develop emotionally and socially, ensuring they can build strong and supportive connections with others.
- d. RSE plays a crucial role in promoting equality, diversity, and respect for all individuals, regardless of their gender, sexual orientation, or background. Our aim is to create a school environment where everyone feels valued and accepted.
- e. To equip learners with accurate and age-appropriate knowledge about relationships, sex, and health, empowering them to make informed decisions.
- f. To support learners' mental health and emotional well-being, building their resilience and coping skills.
- g. To provide financial literacy and economic understanding, preparing learners for their future as responsible citizens.



## **2. Curriculum Content**

- a. PSHE and RSE will be taught as distinct subjects, addressing the core areas specified in the DfE guidance: Health and Well-being, Relationships Education, and Living in the Wider World.
- b. The curriculum will be reviewed every 18/24 months to ensure it remains up-to-date and relevant to the needs of our learners.
- c. The content will be delivered in a sensitive, age-appropriate manner, acknowledging learners' diverse backgrounds and experiences.

## **3. Timetabling**

We allocate 1 x 45 minute lesson a week of formal curriculum time to PSHE/RSE education to ensure its importance and relevance within the overall school program. In addition to this PSHE/RSE will be embedded in our tutorial lessons, and throughout much of our intervention program.

## **4. Entitlement & Equality of Opportunity**

Full PSHE education provision should be accessible to every learner, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

- a. We promote the needs and interests of all learners, irrespective of gender, culture, ability, or personal circumstance, by fostering an inclusive, diverse, and supportive learning environment that celebrates individuality and encourages mutual respect
- b. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE/RSE education provision.
- c. We promote diversity and inclusion and will consider all learners' needs by embracing a curriculum that reflects the varied backgrounds, cultures, and experiences of our learners.
- d. Our PSHE/RSE policy is designed to be accessible and relevant to every learner, regardless of their individual abilities, learning styles, or personal circumstances.
- e. We expect our learners to consider others' needs by cultivating empathy, respect, and a sense of responsibility towards their peers and the wider community.
- f. In our PSHE/RSE curriculum, we encourage learners to develop a deep understanding of the diverse challenges and experiences faced by others, fostering a compassionate and inclusive outlook on life.
- g. We will use PSHE/RSE education as a way to address diversity issues and to ensure equality for all by promoting a curriculum that celebrates diversity, challenges stereotypes, and fosters an inclusive and respectful school community.

## **5. Entitlement & Equality of Opportunity SEND learners**

We will ensure that learners with Special Educational Needs and Disabilities (SEND) receive access to PSHE through a personalised and inclusive approach that addresses their unique learning requirements. To achieve this, we will:

- a. Differentiate Instruction: Tailor the PSHE/RSE curriculum to accommodate the diverse learning styles and abilities of learners with SEND, ensuring they can engage meaningfully with the content.
- b. Adapted Resources: Provide adapted resources and materials, such as visual aids, simplified texts, or assistive technologies, to support the learning of learners with specific needs.
- c. Individualised Support: Offer one-on-one support or small group sessions for learners with SEND, enabling them to participate fully in PSHE activities and discussions.



d. Collaboration with Support Staff: Work closely with the school's Special Educational Needs Coordinator (SENDCO) and support staff to develop strategies and interventions that promote inclusion and progress in PSHE/RSE.

e. Accessible Learning Spaces: Ensure that PSHE/RSE lessons take place in accessible learning spaces, accommodating the physical needs of learners with mobility challenges.

f. Use of Multi-Sensory Techniques: Utilise multi-sensory teaching methods to cater to different learning preferences and support learners with sensory impairments.

g. Personalised Learning Objectives: Set personalised learning objectives for learners with SEND, considering their individual strengths and areas for development within the PSHE/RSE curriculum.

h. Regular Progress Monitoring: Regularly monitor the progress of learners with SEND in PSHE, adapting teaching approaches as needed to maximise their learning outcomes.

i. Emphasis on Emotional Well-being: Prioritise emotional well-being and mental health support for learners with SEND, providing a safe and nurturing environment for them to explore and develop their social and emotional skills.

j. Inclusive Assessment: Use a range of assessment methods that take into account the diverse abilities of learners with SEND, providing opportunities for them to demonstrate their understanding and progress in PSHE/RSE.

## **6. Delivery and Teaching**

We will determine learners' prior knowledge/starting points by conducting a comprehensive needs assessment and gathering information through surveys, discussions, and assessments to understand their existing understanding and experiences related to PSHE/RSE topics.

a. The PSHE and RSE curriculum will be taught by qualified staff who follow best practices for delivering sensitive topics.

b. A range of teaching methods, including discussions, role-plays, group work, and multimedia resources, will be used to engage learners effectively.

c. Guest speakers and external organisations may be invited to contribute to specific topics, ensuring a comprehensive understanding of real-world issues.

d. We will ensure that sessions, including those on risky behaviours, remain positive in tone by adopting a non-judgmental and empathetic approach. Discussions will focus on promoting healthy choices, building resilience, and offering support rather than instilling fear or stigmatising individuals.

e. We will help learners make connections between their learning and 'real-life' behaviours by incorporating practical scenarios and real-world examples in lessons. Learners will be encouraged to reflect on how the concepts they learn can be applied in their everyday lives, relationships, and decision-making processes.

f. We will make links to other areas of the curriculum by integrating PSHE/RSE topics into various subjects whenever relevant. For instance, in science classes, discussions about physical and mental health can be linked to the biological systems; in English, exploring themes of empathy and communication can be incorporated.

## **7. Intended Outcomes**

The most effective approach to teaching PSHE education is through active engagement in learning, where learners actively participate rather than passively receive information. Providing opportunities for learners to explore and clarify their values and beliefs and allowing them to practise and develop their inquiry and interpersonal skills are essential components of this approach. As a result of our PSHE/RSE programme of learning, learners will:



- a. Know and understand various aspects of personal, social, health, and economic well-being, including physical and mental health, emotional resilience, financial literacy, and the importance of making informed decisions.
- b. Be able to demonstrate effective communication and interpersonal skills, such as active listening, empathy, conflict resolution, and respectful relationship-building.
- c. Develop the skills of critical thinking, problem-solving, decision-making, and risk assessment to navigate complex situations and make responsible choices.
- d. Understand they have a right to feel safe, respected, and valued, regardless of their background, identity, or beliefs.
- e. Understand they have a responsibility to respect the rights, feelings, and boundaries of others, promoting inclusivity, fairness, and mutual understanding.

These learning outcomes aim to empower our learners with the knowledge, skills, and attitudes necessary to lead healthy, fulfilling, and responsible lives both within their school years and as they transition into adulthood. By fostering these essential competencies, our PSHE/RSE programme seeks to equip learners with the tools they need to navigate various challenges, embrace diversity, and contribute positively to society throughout their lifetime.

**8. Consultation and Engagement** We are required to teach relationships education/RSE as part of our curriculum offering and we feel that PSHE/RSE education is strongest when there is communication and collaboration between school and home. We Understand that families may have diverse cultural or religious beliefs regarding relationships and sex education, collaboration with parents allows us to tailor the curriculum and delivery to respect these beliefs while ensuring accurate information is provided.

- a. To facilitate this we will offer support by sharing outlines of what we will be studying and answering any questions parents/carers may have.
- b. We will communicate with parents and carers of the content taught in PSHE and RSE, and they have the right to request withdrawal from sex education lessons outside the Science National Curriculum.
- c. We will communicate to parents about their right to withdraw their children from aspects of RSE by email in September of each academic year.
- d. If a parent wishes to withdraw their child from RSE lessons we ask that this is communicated by a formal written request to the Headteacher this is to ensure clarity and to keep a record of the decision. We will provide appropriate alternative arrangements for their education during the RSE lessons. This may include supervised study or the provision of alternative lessons or activities.
- e. We will encourage discussion of topics at home as a method to support our learners' understanding of topics, and gain a broader contextual understanding of key aspects of the areas of the curriculum covered.
- f. The views of learners, parents/guardians, and staff will be sought through regular consultations, ensuring that the curriculum meets the needs and concerns of the school community.

**9. Assessment and Monitoring** It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and learners both need to know what has been learned, and how learning and understanding has progressed.

- a. PSHE and RSE will not be formally assessed, but learners' progress and understanding will be monitored informally to evaluate the effectiveness of the curriculum.
- b. SGS Create's leadership team will regularly review the curriculum to ensure compliance with the latest DfE guidance and best practices.



- c. SGS Create will provide regular training and workshops for teachers to enhance their knowledge and skills in delivering effective PSHE/RSE. This training will cover updates on curriculum content, best practices, teaching methodologies, and addressing challenging topics sensitively.
- d. Teachers will actively seek feedback from learners after PSHE/RSE lessons to gauge their understanding, address any concerns, and identify areas for improvement. Additionally, the school may conduct anonymous surveys to gather learner feedback on the overall quality and impact of RSE provision.
- e. Regular Surveys: The school will conduct surveys or focus groups to gather learners' opinions on the RSE curriculum and teaching methods. This feedback will be used to inform improvements and adjustments to the program.
- f. Student Council Involvement: The learner council or a dedicated PSHE/RSE working group may be involved in reviewing and providing suggestions for the PSHE/RSE policy. Their perspectives will be taken into account when making decisions about the curriculum and teaching approaches.
- g. Learners will be encouraged to provide ongoing feedback to teachers and school staff about their experiences with PSHE/RSE. Teachers will be receptive to this feedback and make necessary adaptations based on the learners' needs and preferences.

**10. Safeguarding and Well-being** Due to the nature of PSHE education, learners' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and learners are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school health practitioners, to be clear about these rules and that whilst working in the classroom, they are bound by the SGS Create's confidentiality policy, not their own.

- a. Safeguarding measures will be integrated into the PSHE and RSE curriculum to ensure learners' well-being and safety are prioritised.
- b. Sensitive and potentially distressing topics will be approached with care, and appropriate support systems will be in place for learners who may require additional assistance.
- c. We will set the following ground rules at the start of every lesson
  - Respect and Inclusivity
  - Confidentiality
  - Active Listening
  - No Judgment Zone
  - Use of 'I' Statements: Encourage learners to use "I" statements when sharing personal experiences or opinions to avoid sounding accusatory or confrontational.
  - Safe Space for Questions
  - Respectful Disagreement
  - Sensitivity to Emotions
  - Boundaries and Consent
  - Appropriate Language:
  - Positive Reinforcement
  - Safe Digital Use
  - Know Your Support System
  - Feedback and Reflection

d. We will ensure confidentiality by establishing ground rules, building trust, using pseudonyms, private feedback when needed, anonymous surveys, avoiding pressure, model confidentiality, safeguarding protocols, parent/carers communication and reminders.

E. If a learner makes a disclosure we will follow the College and SGS Create's own safeguarding policies



## **11. Links to other SGS Create & SGS College Policies**

This policy supports/complements the following policies:

- Prevent
- Social Media Policy & Online Safety
- SGS College Anti Bullying Charter
- Child Protection/Safeguarding (KCSIE)
- GDPR

## **12. Monitoring and Review**

This policy will be reviewed annually by the school's leadership team and governing body to ensure compliance with DfE guidance and to incorporate any necessary updates.

Links:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

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